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ABSTRACT

This curriculum guide is designed to lower the dropout rate and improve the academic achievement of handicapped and nonhandicapped high school students by developing their personal and social skills. It may be used in a variety of classroom, special education, and guidance settings. The lessons use relevant experiences to stimulate learning through active participation and experiential activities such as plays, short stories, role-playing scripts, and stress management exercises. The lessons are organized into three components: social skills, problem solving, and stress management. The social skills component contains 26 lessons on passive, assertive, and aggressive behavior; assertive communication; social conversation; and dealing with criticism assertively. The problem-solving component presents 27 lessons on agreements; feelings; beliefs and their effects on emotions; and a six-step, problem-solving method. The stress management component includes 29 lessons which develop a variety of stress reduction techniques and provide reinforcement for the social skills and problem-solving lessons. The components may be taught separately, sequentially, or simultaneously; many of the social skills and problem-solving lessons are keyed to the stress management lessons. Each lesson includes: lesson objective, behavioral objective, materials, activity, closure, and transfer. An 18-item reference bibliography is included. (DC)

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—PLUS—

Promoting Learning & Understanding of Self

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PROJECT OVERVIEW

CATALOG NUMBER: FP 000 380

PROJECT TITLE: PLUS: Promoting Learning and Understanding of Self (9-12)

LOCAL EDUCATIONAL AGENCY:

Irvine Unified School District

ABSTRACT:

PLUS: Promoting Learning and Understanding of Self is a comprehensive collection of life skills activities designed to improve academic achievement, behavior, and self concept of high school students. PLUS lessons can be used in small groups or classrooms and include training in social skills, problem solving and stress management. Research consistently demonstrates that the failure of students in school is primarily due to deficiencies which are personal and social rather than academic. PLUS is designed to meet the needs of students experiencing academic and social difficulty, including those students identified as learning disabled and receiving special education services. Skills are introduced through discussion, scripts, stories, role playing and relaxation activities. Through these and other activities, students have the opportunity to experience situations and practice skills to develop their personal resources. PLUS also includes training for teachers and counselors to provide intervention strategies to improve school behavior problems such as tardies, absences, and lack of academic performance.

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- Behavior Change
- Behavior Problems
- Counseling
- Dropout Prevention
- Guidance
- Problem Solving
- Relaxation Training
- Self Concept
- Social Development

TARGET GROUP(S):
- Academically Handicapped
- Counselors
- School Psychologists
- Secondary School Students
- Secondary School Teachers
- Special Education Students

TEACHING METHODS:
- Activity Learning
- Discussion
- Group Instruction
- Sequential Approach
- Workshops

LEARNING ACTIVITIES:
- Creative Activities
- Problem Solving
- Review (Reexamination)
- Role Playing
- Worksheets

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 002 140	PLUS Curriculum Guide (9-12)	C/N/S

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INTRODUCTION

More and more students are withdrawing from high school before graduation. Nationally, the drop-out rate for handicapped and non-handicapped students is 20 percent, approaching 40 percent in metropolitan areas. The Bureau of Education has estimated that 80 percent of the handicapped students (600,000 per year) leaving the nation's school systems are underemployed at the poverty level, unemployed, on welfare, or institutionalized. In addition, the Bureau has also reported that the major reason for school failure of handicapped and non-handicapped students is due to the lack of personal and social skills rather than to the lack of academic abilities needed for success in the classroom.

Project PLUS, a Title IV-C grant developed through the Irvine Unified School District, focuses on improving personal and social skills at the high school level. PLUS curriculum offers techniques to develop self-discipline and self-esteem and provides teachers a resource for integrating cognitive and affective curriculum into the classroom. The curriculum may be used by teachers and/or support staff in a variety of classroom or small group settings, such as social studies, teacher advisement or homeroom, alternative and special education and counselor/student guidance groups.

The curriculum utilizes relevant experiences as a way to stimulate learning through active participation. Lessons are written in an easily understood form for both teachers and students. Experiential activities include plays, short stories, role-playing scripts, and stress management exercises.

PLUS curriculum combines the following components for skill development:

SOCIAL SKILLS: 26 lessons to develop recognition and application of assertive social skills in the area of passive, aggressive, and assertive behavior; assertive requests and refusals; giving and receiving compliments; positive assertive communication; and dealing with criticism.

PROBLEM SOLVING: 27 lessons to develop skills in the following stress management areas: deep breathing, progressive and autogenic relaxation, imagery, and self-control.

STRESS MANAGEMENT: 29 lessons to develop skills in managing stress are divided into three sections: introduction to stress reduction techniques; visualization to reinforce assertive social skills lessons; visualizations to reinforce problem solving lessons.

PLUS curriculum is designed to allow each componenet to be taught separately, sequentially, or simultaneously. A variety of activities are included to ensure success and meet individual student and class needs.

The format for the lessons follows a standard lesson plan that includes the following:

- Lesson Objective
- Behavioral Objective
- Materials
- Activity
- Closure
- Transfer

Lessons are structured to minimize preparation time. They are meant to serve as a guideline. Teachers are encouraged to alter lessons to meet their needs and the needs of their students--after all, teachers are the real PLUS in education.

TABLE OF CONTENTS

Page

SECTION I: SOCIAL SKILLS

Directions for Implementation 1

IDENTIFYING BEHAVIORS

Lesson 1 Developing Awareness of Personal Rights 2
(Short Story, Discussion)

Lesson 2 Developing Awareness of Individual Personal Rights. 5
(Story, Discussion, Personal Rights Worksheet)

Lesson 3 Developing Awareness of Passive Behavior. 8
(Scripts, Discussion)

Lesson 4 Developing Awareness of Aggressive Behavior . . . 11
(Scripts, Discussion)

Lesson 5 Developing Awareness of Assertive Behavior. . . . 14
(Scripts, Discussion)

Lesson 6 Developing Awareness of Assertive Statements. . . 17
(Definition Sheet)

ASSERTIVE COMMUNICATION

Lesson 7 Developing Further Awareness of Assertive "I" Statements 20
(Long Script)

Lesson 8 Developing Awareness of Empathic Assertion. . . . 27
(Examples, Discussion, Role Plays)

Lesson 9 Developing Awareness of Assertive Requests. . . . 29
(Short Story, Activity, Scripts)

Lesson 10 Developing Awareness of Assertive Refusals. . . . 33
(Short Story, Scripts)

Lesson 11 Developing Awareness of Compliments 37
(Discussion, Worksheet)

SOCIAL CONVERSATION

Lesson 12 Developing Awareness of Free Information and Open-Ended Questions. 40
(Scripts, Worksheet)

Lesson 13 Developing Awareness of Self-Disclosure 52
(Worksheet)

Lesson 14 Developing Ability to Make Use of Free Information and Self-Disclosure in a Conversation . . . . . .
(Create-a-Script)

Page

Lesson 15 Developing Non-Verbal Listening Skills 56
(Definition Sheet)

Lesson 16 Developing Verbal Reflective Listening Skills. . . 59
(Story, Activities)

Lesson 17 Developing Assertive Communication Skills. 63
(Definition Sheet, Worksheet)

Lesson 18 Developing Ability to Receive Compliments. 67
(Discussion, Worksheet)

DEALING WITH CRITICISM ASSERTIVELY

Lesson 19 Developing Awareness of Negative Assertion 70
(Discussion, Script)

Lesson 20 Developing Awareness of Negative Inquiry 74
(Discussion, Script)

Lesson 21 Developing Awareness of Fogging as a Technique for Dealing with Criticism 77
(Discussion, Worksheet)

Lesson 22 Developing Awareness of Ignoring and Mirroring Techniques 81
(Discussion, Scripts)

Lesson 23 Developing Understanding and Ability to Use the Techniques of Ignoring and Mirroring 86
(Activity)

Lesson 24 Developing Awareness of Broken Record as a Technique for Dealing with Criticism 87
(Script)

Lesson 25 Developing Awareness of a Workable Compromise. . . 91
(Story, Role Plays)

Lesson 26 Developing Awareness of Skills to Deal with Being Angry and the Anger of Others. 94
(Scripts, Discussion)

SECTION II: PROBLEM SOLVING

Directions for Implementation. 98

Lesson 1 Developing Awareness of Agreements 99
(Story, Discussion)

Lesson 2 Developing Awareness of Agreements and Their Consequences 103
(Stories, Discussion)

Lesson 3 Identifying Common Feelings Generated by Thoughts and Beliefs. 108
(Story, Discussion)

Lesson 4 Developing Ability to Recognize Feelings in Self and Others 112
(Play, Worksheet)

Page

Lesson 5 Developing Awareness of Beliefs and How They Influence Emotions 115
(Discussion, Worksheet)

Lesson 6 Developing Awareness of Irrational and Rational Beliefs. 122
(Discussion, Worksheet)

Lesson 7 Developing Awareness of Irrational and Rational Beliefs. 125
(Story)

Lesson 8 Developing Further Awareness of Rational and Irrational Beliefs 128
(Story, Belief Sheet)

Lesson 9 Developing Awareness of Problem Solving Methods. . 133
(Story, Discussion)

Lesson 10 Developing Awareness of the Relationship Between Successful Problem Solving and Beliefs 137
(Discussion, Worksheets)

Lesson 11 Developing Awareness of Self-Talk. 140
(Brainstorm Sheet)

Lesson 12 Developing Awareness of Brainstorming Technique. . 145
(Discussion, Worksheet)

Lesson 13 Developing Awareness of Positive Self-Talk in Problem Solving. 148
(Discussion, Story, Worksheet)

Lesson 14 Developing Awareness of Generating Alternate Solutions for Problem Solving Situations 151
(Discussion, Story, Worksheet)

Lesson 15 Developing Awareness of Possible Consequences to Alternative Solutions. 155
(Discussion)

Lesson 16 Developing Awareness of the Six-Step Think-It-Through Problem Solving Method 158
(Story, Worksheet)

Lesson 17 Developing Awareness of Step One (Identify the Problem and Feeling) of the Think-It-Through Problem Solving Method 161
(Worksheet, Activity)

Lesson 18 Developing Further Awareness of Step One (Identify the Problem and Feeling) of the Think-It-Through Problem Solving Methods. 165
(Scripts, Worksheets)

Page

Lesson 19 Developing Further Awareness of Step One (Identify the Problem and Feeling) of the Think-It-Through Problem Solving Methods. 168
(Scripts, Worksheets)

Lesson 20 Developing Awareness of Step Two (Stop and Think Before you Act) of the Think-It-Through Problem Solving Method 173
(Story, Discussion)

Lesson 21 Developing Awareness of Step Three (Consider the Alternatives) of the Think-It-Through Problem Solving Method 176
(Discussion, Play)

Lesson 22 Developing Awareness of Step Four (Consider the Consequences) of the Think-It-Through Problem Solving Method 181
(Discussion, Worksheet, Optional Game)

Lesson 23 Developing Awareness of Step Five (Implement Your Own Plan) of the Think-It-Through Problem Solving Method 187
(Discussion, Worksheet)

Lesson 24 Developing Awareness of Step Six (Evaluate your Results) of the Think-It-Through Problem Solving Method 191
(Story, Worksheet)

Lesson 25 Practicing Steps One Through Six of the Think-It-Through Problem Solving Method 196
(Story, Worksheet)

Lesson 26 Practicing Further Steps One Through Six of the Think-It-Through Problem Solving Method. 200
(Discussion, Career Cluster Sheet)

Lesson 27 Practicing the Think-It-Through Problem Solving Method 206
(Discussion, Worksheet)

SECTION III: STRESS MANAGEMENT

Directions for Implementation. 209

Lesson 1 Developing Awareness of Relaxation Techniques. . . 210
(Diaphragmatic, Progressive)

Lesson 2 Developing Awareness of Relaxation Techniques. . . 214
(Autogenic)

Lesson 3 Developing Awareness of Relaxation Techniques. . . 217
(Daydream)

Page

Lesson 4 Developing the Technique of Diaphragmatic Breathing 219

Lesson 5 Developing the Technique of Progressive Relaxation. 222

Lesson 6 Developing Awareness of Stress Indicator Dots . . . 226

Lesson 7 Developing the Technique of Visualization 230
(Understanding Your Senses)

Lesson 8 Developing Further the Technique of Visualization . 235
(Going Through the Looking Glass to a Special Room)

Lesson 9 Developing Further the Technique of Visualization . 239
(Discovering a Place in Nature)

Lesson 10 Developing Understanding of Passive, Aggressive, and Assertive Behaviors Through the Use of Visual Imagery 242
(Forest Journey)

Lesson 11 Developing Understanding of Personal Rights Through the Use of Visual Imagery 245
(Special Room With Special Person)

Lesson 12 Developing Understanding of Assertive Statements Through the Use of Visual Imagery 248
(Rocket Journey)

Lesson 13 Developing the Technique of Assertion Through the Use of Visual Imagery 253
(Music Concert)

Lesson 14 Assertive Refusal 256
(Saying No to a Friend)

Lesson 15 Sharing Compliments 259
(Cloud Journey)

Lesson 16 Sharing Free Information. 262
(Desert Journey and Spaceship)

Lesson 17 Assertively Sharing Positive Statements 266
(Time Machine)

Lesson 18 Using "I" Statements. 269
(The Restaurant)

Lesson 19 Workable Compromise 273
(Rope Tug)

Lesson 20 Handling Anger. 276
(The Old Theater)

Lesson 21 Handling Criticism. 280
(Criticism)

Lesson 22 Job Exploration 283
(Campfire Journey)

Page

Lesson 23 Positive Self-Talk 287
(Doing Well)

Lesson 24 Rational/Irrational Thoughts 290
(Roller Coaster)

Lesson 25 Positive Self-Talk 293
(Feeling Lonely)

Lesson 26 Positive Self-Talk 297
(First Day on the Job)

Lesson 27 Evaluation 300
(Graduation Day)

Lesson 28 Evaluation 303
(20 Years Later)

Lesson 29 Feeling Prepared 306
(The Sailing Ship)

BIBLIOGRAPHY 310

Section I

PLUS

Social Skills

The following section teaches assertive social skills for the development of positive and productive interactions in the high school student. Many of the techniques have been coordinated with lessons in the Stress Management section to further develop comprehension and understanding of concepts. It is suggested that the notes regarding the Social Skills section be read before implementing these activities in your classroom.

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DIRECTIONS FOR IMPLEMENTATION OF SOCIAL SKILLS LESSONS

The following offers some important information for teachers to share with students regarding social skills.

1. It is important to know WHEN to use assertive social skills.

2. Choosing when to use assertive social skills involves several steps.

   Step One: First, use direct communication.

   Step Two: If direct communication does not work, use an assertive social skill or technique.

   Step Three: After using an assertive social skill, and when criticism has ceased, again use direct communication.

3. Know WHY you are choosing an assertive social skill. Assertive social skills are tools to stop criticism and manipulation by others and promote open, honest communication.

4. Know WHEN to use assertive social skills. They are often helpful in situations in the community (restaurants, fast food chains, dry cleaners, department stores, car repair shops) and in expressing yourself and your needs in a clear, confident manner.

4. Knowing HOW to use assertive social skills takes a lot of practice. It is often helpful to experiment to find out what works best for you.

6. Knowing WITH WHOM to use assertive social skills is important.

   o Using assertive social skills with close friends may not always be positive for the relationship.
   o Using assertive social skills with people in authority (parents, teachers, police) may not always work in your best interest.

7. Be aware that others may react to your new behavior. In close relationships it might be helpful to share what you are learning and trying to accomplish. In some situations, rather than giving excuses or explanations, it is often helpful to continue using the assertive technique you have chosen.

*** 8. Assertive social skills are not only useful when dealing with negative situations. They are often helpful in expressing positive thoughts and feelings (compliments, self-disclosure) in an open, honest, and confident manner.

SOCIAL SKILLS

LESSON 1

lesson objective * TO INTRODUCE AND DEVELOP AWARENESS OF PERSONAL RIGHTS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE PERSONAL RIGHTS.
2. GIVEN A LIST OF PERSONAL RIGHTS, STUDENT WILL IDENTIFY THREE THAT ARE APPROPRIATE TO HIM/HER.

materials None

activity

1. Introduction of rights

   Two types of rights

   - legal rights: protected by laws
   - personal rights: protected by individuals

2. Legal rights

   Read the following:

   Kirk Townsend spent the day at the beach by himself. He returned home to an empty house at 3:30 in the afternoon. As he was fixing a sandwich he heard the doorbell ring. Kirk opened the door to find two policemen staring grimly at him.

   "Is that your blue Mustang in front of this house?" asked one officer.

   "Yes, sir," answered Kirk.

   "Were you driving it this afternoon?" inquired the other officer.

---

* This lesson may be used in conjunction with Stress Management Lesson 11.

"I was down at the beach until 3:00 o'clock and I got home a few minutes ago," said Kirk. "Is something wrong?"

"Your car fits the description of a vehicle involved in a bank robbery that took place this afternoon. You'll have to come down to the station with us."

3. Discuss Kirk's legal rights.

Examples: Right to remain silent
" " a phone call
" " a lawyer
" " fair treatment
" " bail
" " a speedy trial
" " a jury of peers

4. Discuss the common characteristics of legal rights.

- All legal rights are written down, protected by law, and enforced by a judicial system.

5. Personal rights

Read the following:

Jim and Peggy were both juniors at the same high school. After walking her to class for several days, Jim finally got up enough nerve to call Peggy and ask for a date.

"Hi, Peggy. This is Jim."

"Hi, Jim. How are you doing?"

"I'm fine. I was wondering if you'd like to go out this Friday night?" asked Jim.

"Where?" inquired Peggy.

"I don't know yet," Jim replied. "We could decide that after fourth period. See you tomorrow."

"Great!" responded Peggy. "See you then. Bye!"

"Bye."

6. Discuss the personal rights of Jim and Peggy.

Examples: Right to participate in making decisions
(where to go, how to get there, what to do, etc.)
Right to express opinions, feelings, ideas
" to make requests (ask for a date)
" to refuse requests (decline a date)

PLUS

7. List on the board additional personal rights.

   Examples: Right to accept or reject criticism
   " " make mistakes
   " " say "I don't know" or "I don't understand"

8. Discuss the common characteristics of personal rights.

   - Personal rights are not written down, not protected by law, and not enforced by a judicial system.

closure

Discuss the following questions:

- How do legal rights differ from personal rights? (Legal rights are written down and protected by law; personal rights are not written down and are exercised (protected) by individuals.)
- How might Kirk exercise his personal rights to assure his legal rights?

transfer

Notice what personal rights you have at school, at home, and with friends. How do you exercise these rights?

13

SOCIAL SKILLS

LESSON 2

lesson objective* TO DEVELOP AWARENESS OF INDIVIDUAL PERSONAL RIGHTS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE PERSONAL RIGHTS.
2. GIVEN A LIST OF PERSONAL RIGHTS, STUDENT WILL IDENTIFY THREE THAT ARE APPROPRIATE TO HIM/HER.

materials Personal Rights List

activity

1. Review personal rights (Social Skills Lesson 1).
2. Read the following, using the questions included as a guide to discussion:

Mr. Downing stood in front of his science class. "I'm returning your research reports," he said. "Some of you seem to have had trouble understanding what was required of you. However, overall they were pretty good."

Leslie waited anxiously for her report. When she finally got it, she flipped open the cover to see her grade. A big bold red "D" stood out from the rest of the page. She read the comment: "Leslie, this is not what I asked for. Please see me."

Leslie hung around after class and approached Mr. Downing's desk.

Questions: What rights has Leslie exercised?
(the right to make a mistake and the right to accept criticism)

* This lesson may be used in conjunction with Stress Management Lesson 11.

"Mr. Downing," said Leslie in a soft voice. "I know I made a lot of mistakes, but I didn't understand the assignment. Do you think I could do it over and turn it in next week?"

"Well, Leslie," replied Mr. Downing. "It's not my policy to let students redo assignments."

Questions: What right did Leslie exercise?
(the right to make a request)

What right did Mr. Downing exercise?
(the right to make a refusal)

"You know, Leslie," continued Mr. Downing, "you really did a poor job. I know you can do better work than this. Didn't you read the instruction sheet?"

"I read the instruction sheet," answered Leslie, "but I guess I didn't understand it. I think I can do better, too. That's why I want a chance to do it over again."

Questions: What right did Mr. Downing exercise?
(the right to express an opinion)

What right did Leslie exercise?
(the right to accept or reject criticism, and the right to make a request)

"I don't know," responded Mr. Downing with a questioning look on his face. "I'll think about it and let you know tomorrow."

Question: What right did Mr. Downing exercise?
(the right to say "I don't know")

closure

Pass out a copy of Personal Rights (also in workbook) to each student and use the following questions as a guide to discussion:
- Other than the rights listed, what rights do you feel you have?
- Do others have the same rights as you?
- Must you exercise your rights?
- If you exercised any one of the rights listed, what might happen? How might things be different?

transfer

Observe how personal rights are exercised by others.

PERSONAL RIGHTS

I HAVE THE RIGHT TO:

make requests

make refusals

accept criticism

reject criticism

make mistakes

say "I don't know" or "I don't understand"

participate in decisions

express opinions, feelings, and thoughts

act, feel, and think differently than others

AND BE RESPONSIBLE FOR MY CHOICES

I find it easy to ______________________________

____

I find it more difficult to ______________________________

____

I would like to learn more skills in the area of ______________________________

____

____

SOCIAL SKILLS

LESSON 3

lesson objective * TO INTRODUCE AND DEVELOP AWARENESS OF PASSIVE BEHAVIOR

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE SITUATIONS CAUSING PASSIVE BEHAVIOR.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY THREE REPRESENTING PASSIVE BEHAVIOR.

materials Script

activity

1. Review list of Personal Rights (Social Skills Lesson 2).
2. Select three students to role-play Script #1.
3. Use the following questions as a guide to discussion of Script #1:
   - Which right did Passive Patsy choose not to exercise? (right to participate in decisions)
   - How do you know Passive Patsy did not exercise this right? (agreed to go along with group decision; would not vote; tone of voice)
   - How do you think Lois and Sarah felt about Passive Patsy's unwillingness to make a decision? (afraid of confrontations; believes she has to think of others first; afraid to be different; afraid to express her opinion)
   - What do you think might happen in this situation? (Sarah and Lois might get upset with Passive Patsy; by the time they reach a decision, it may be too late to go to the movies)

* This lesson may be used in conjunction with Stress Management Lesson 10.

4. Discuss passive behavior.

   - When someone does not exercise their personal rights, it is called PASSIVE BEHAVIOR.

5. Select two students to role-play Script #2.

6. Use the following questions as a guide to discussion of Script #2:

   - Which right did Helpless Henry choose not to exercise? (right to make a request)
   - Describe what Helpless Henry did instead of exercising his right?
     (complained; used whiny voice; made faces)
   - How do you think Marisa felt about Helpless Henry's behavior?
   - Why did Helpless Henry eat the food instead of returning it and asking for what he ordered?
     (afraid of confrontation; afraid he might be told "no"; afraid to make a request)

7. Develop your own scripts with the following character and situation. Include as many additional characters as you wish.

   Script #3

   Daphne Doormat: cannot refuse a friend who wants to borrow something from her

   Script #4

   Cowering Conrad: stepparent criticizes the way Conrad dresses

closure

Discuss scripts #3 and #4, using the following questions as a guide:
- Which right did the character choose not to exercise?
- How did other characters in the script react to the passive character?
- Why do you think passive characters choose not to exercise their rights?

transfer

Think of a time you chose to behave in a passive way.
Which personal right did you choose to not exercise?

SOCIAL SKILLS LESSON 3

SCRIPT #1

Passive Patsy, Lois, and Sarah are at Sarah's house looking through the newspaper. They were trying to decide which movie to see.

LOIS: EVERYBODY SAYS THAT THIS NEW SCARY MOVIE IS REALLY GREAT! LOTS OF BLOOD AND GORE!

SARAH: YEAH, BUT WHAT ABOUT THIS NEW SPACE MOVIE? WHAT DO YOU THINK, PATSY?

PASSIVE PATSY: WELL...(Pause)

LOIS: WE'VE GOT TO SEE THIS HORROR FILM!

PASSIVE PATSY: (In a whiny, overly-slow voice) WELL, I'VE ALREADY SEEN THE HORROR MOVIE TWICE, BUT I'LL SEE IT AGAIN IF YOU GUYS WANT TO.

SARAH: SHE'S ALREADY SEEN THAT ONE. LET'S GO TO THE SPACE MOVIE!

LOIS: SHE SAID SHE WANTS TO SEE IT AGAIN. HUH, PATSY?

PASSIVE PATSY: EITHER ONE IS OKAY WITH ME. I DON'T CARE.

LOIS: LET'S TAKE A VOTE. WHO VOTES FOR THE HORROR FILM? (Only Lois raises her hand) WHO VOTES FOR THE SPACE MOVIE? (Only Sarah raises hand)

SARAH: YOU HAVE TO VOTE FOR ONE OF THEM, PATSY!

PASSIVE PATSY: BUT, I DON'T CARE WHICH ONE I SEE. THEY BOTH SOUND GOOD TO ME.

SCRIPT #2

Helpless Henry and Marisa are having dinner at Hot Dog Heaven before going bowling.

MARISA: WE'D LIKE ONE CHILI DOG WITH CHEESE AND ONIONS, ONE FOOT-LONG HOT DOG WITH JUST MUSTARD, TWO FRENCH FRIES, AND TWO EXTRA LARGE CHOCOLATE SHAKES. IS THAT OKAY WITH YOU, HENRY?

HELPLESS HENRY: YEAH--THAT SOUNDS GOOD.

(Marisa picks up their order and brings it to the table where she and Helpless Henry are sitting)

MARISA: HERE'S YOUR HOT DOG WITH MUSTARD, YOUR FRIES, AND YOUR SHAKE, HENRY.

HELPLESS HENRY: THANKS, MARISA. I'M STARVED! (Helpless Henry unwraps his hot dog) YUK! THEY PUT SAUERKRAUT ON THIS! (Helpless Henry takes a sip of his shake) THIS IS A STRAWBERRY SHAKE, TOO. I ORDERED CHOCOLATE.

MARISA: BOY, THEY SURE MESSED UP YOUR ORDER. WHY DON'T YOU TAKE IT BACK?

HELPLESS HENRY: NAW--THAT'S OKAY. (Henry takes a bite of his hot dog and makes a horrible face)

MARISA: WHY DON'T YOU TAKE THE SAUERKRAUT OFF AND ASK FOR SOME EXTRA MUSTARD?

HELPLESS HENRY: I'LL JUST EAT IT THIS WAY. (Continues eating and making faces)

MARISA: WANT ME TO TAKE IT BACK FOR YOU?

HELPLESS HENRY: IT'S TOO LATE. I ALREADY TOOK A BITE OUT OF IT. BOY! THESE FRIES ARE REALLY SOGGY!

(Helpless Henry and Marisa finish eating and leave the restaurant)

HELPLESS HENRY: (Mumbling and in a whiny voice) I'M NEVER COMING BACK HERE AGAIN! THIS PLACE IS TERRIBLE!

SOCIAL SKILLS

LESSON 4

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF AGGRESSIVE BEHAVIOR

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE SITUATIONS CAUSING AGRESSIVE BEHAVIOR.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY THREE REPRESENTING AGRESSIVE BEHAVIOR.

materials Script

activity

1. Review list of Personal Rights (Social Skills Lesson 2).
2. Select two students to role-play Script #1.
3. Use the following questions as a guide to discussion of Script #1:

   - Which right did Agressive Arnold not allow Derek to exercise?
     (right to make a mistake)
   - How did Agressive Arnold prevent Derek from exercising his right?
     (threatened; yelled; shoved; humiliated; blamed losing the whole game on Derek)
   - How do you think Derek and the rest of the team felt about Agressive Arnold's behavior?
   - Why do you suppose Agressive Arnold behaved the way he did?
     (he didn't want to accept any of the responsibility for losing; felt the team must win; afraid of failure)

4. Discuss agressive behavior.

   - When someone does not allow others to exercise their personal rights, it is called AGRESSIVE BEHAVIOR.

---

* This lesson may be used in conjunction with Stress Management Lesson 10.

5. Select two students to role-play Script #2.

6. Use the following questions as a guide to discussion of Script #2:

   - Which rights did Rude Rachel not allow her mother to exercise?
     (right to make a refusal; right to say "I don't know")
   - Describe what Rude Rachel did to prevent her mother from exercising these rights.
     (yelled; insulted; demanded; stomped off)
   - How do you think Rude Rachel's mother felt?
   - Why do you suppose Rude Rachel behaved the way she did?
     (afraid of disappointing her friends; afraid her mom might say "no"; thinks she should always get her way; afraid to ask her dad; disregards others' needs)

7. Develop your own scripts with the following character and situation. Include as many additional characters as you wish.

   Script #3

   Loud Lester: shares a room with younger brother and doesn't allow brother to play the kind of music he likes

   Script #4

   Bossy Betsy: while babysitting, she makes the kids watch all the TV shows she wants to see

closure

Discuss scripts #3 and #4 using the following questions as a guide:
- Which right did the character not allow others to exercise?
- How did other characters in the script react to the agressive character?
- Why do you think agressive characters choose to disregard the rights of others?

transfer

Think of a time you chose to behave in an agressive way. Which personal right did you prevent someone from exercising?

SOCIAL SKILLS LESSON 4

SCRIPT #1

Agressive Arnold and Derek are on the same baseball team. It is the bottom of the ninth inning, the bases are loaded, and there are two outs. Arnold's team is losing by one run. Derek is going up to bat.

AGRESSIVE ARNOLD: DON'T BLOW OUR ONLY CHANCE, DEREK! IF WE DON'T WIN THIS GAME WE'LL NEVER GET TO THE PLAYOFFS, AND IT WILL ALL BE YOUR FAULT!

DEREK: COOL IT, ARNOLD.

AGRESSIVE ARNOLD: JUST REMEMBER. IF YOU MAKE AN OUT, YOU AREN'T GOING TO HAVE ANY FRIENDS ON THIS TEAM.

(Derek walks up to bat. He hits a long fly ball. It looks like a homerun, but the center fielder catches it at the fence.)

AGRESSIVE ARNOLD: (Yelling at Derek)
I KNEW IT! I KNEW YOU'D BLOW IT!
(Agressive Arnold shoves Derek)

DEREK: I DID MY BEST, ARNOLD. WE ALL MAKE MISTAKES. BESIDES, I ALREADY FEEL BAD ENOUGH.

AGRESSIVE ARNOLD: YOU OUGHT TO FEEL BAD! YOU LET YOUR WHOLE TEAM DOWN! DON'T BOTHER TRYING OUT FOR THE TEAM NEXT YEAR! WE DON'T NEED YOU!

DEREK: THAT'S NOT YOUR DECISION, ARNOLD. GOODBYE.

AGRESSIVE ARNOLD: GOODBYE! AND YOU CAN FIND ANOTHER RIDE TO SCHOOL TOMORROW!

SCRIPT #2

RUDE RACHEL: MOM, I'M TAKING THE CAR TO SCHOOL TOMORROW. I TOLD MY FRIENDS I'D GIVE THEM A RIDE.

MOTHER: I DON'T KNOW IF THAT'S OKAY, RACHEL.

RUDE RACHEL: (Rude voice)
HOW COME YOU DON'T KNOW?

MOTHER: I HAVE TO CHECK WITH YOUR FATHER AND SEE IF HE NEEDS THE CAR.

RUDE RACHEL: YOU ALWAYS HAVE TO CHECK WITH HIM. CAN'T YOU EVER MAKE ANY DECISIONS FOR YOURSELF?

MOTHER: I THINK HE WANTS TO TAKE HIS CAR TO THE SHOP IN THE MORNING.

RUDE RACHEL: HE CAN DO IT ANOTHER DAY! I NEED THE CAR!

MOTHER: RACHEL, YOU'LL JUST HAVE TO WAIT UNTIL YOUR FATHER GETS HOME.

RUDE RACHEL: YOU NEVER KNOW ANYTHING. I CAN'T WAIT UNTIL I'M EIGHTEEN AND GET OUT OF THIS HOUSE.
(Turns around and stomps off)

PLUS

SOCIAL SKILLS

LESSON 5

lesson objective * TO INTRODUCE AND DEVELOP AWARENESS OF ASSERTIVE BEHAVIOR

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE SITUATIONS CAUSING ASSERTIVE BEHAVIOR.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY THREE REPRESENTING ASSERTIVE BEHAVIOR.

materials Script

activity

1. Review list of Personal Rights (Social Skills Lesson 2).
2. Select two students to role-play Script #1.
3. Use the following questions as a guide to discussion of Script #1:
   - Which rights did Assertive Alison and Mrs. Roper choose to exercise? (Alison: right to make a request; right to make a refusal; possibly, right to make a mistake/Mrs. Roper: right to make a refusal; possibly,right to make a mistake)
   - Why were Assertive Alison and Mrs. Roper both able to exercise their rights? (they were both direct, honest, and open with each other)
   - How do you think Mrs. Roper and Assertive Alison felt about the situation?
   - Why do you think they chose to behave the way they did? (they both are able to feel good about themselves; they enjoy being in a relationship where all parties are honest, open, and direct)
4. Discuss assertive behavior.
   - When both parties are allowed to exercise their personal rights, it is called ASSERTIVE BEHAVIOR.

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* This lesson may be used in conjunction with Stress Management Lesson 10.

5. Select two students to role-play Script #2.

6. Use the following questions as a guide to discussion of Script #2:
   - Which rights did Honest Andy and Mr. Halperin choose to exercise?
     (Andy: right to make a request: right to express an opinion/Mr. Halperin: right to make a mistake)
   - Why were Honest Andy and Mr. Halperin both able to exercise their rights?
     (they were both direct, honest, and open with each other)
   - How do you think Mr. Halperin and Honest Andy felt about the situation and about each other?
     (mutual trust; respect)
   - Why do you think they chose to behave in an assertive manner?

7. Develop your own scripts with the following characters and situations. Include as many additional characters as you wish.

   Script #3

   Considerate Connie: Connie and her friend, Susan, are eating lunch after spending the morning shopping. Connie holds up her new blouse and asks Susan for her opinion of it.

   Script #4

   Direct David: Direct David and his girlfriend, Tina, are double dating with Chuck and Nancy. They are all offering suggestions on what to do.

closure

Discuss scripts #3 and #4 using the following questions as a guide:
- Which right did the character/s choose to exercise?
- How did other characters in the script react to the assertive characters?
- Why do you think assertive characters choose to exercise their rights?

transfer

Think of a time you chose to behave in an assertive way. Which right did you exercise?

SOCIAL SKILLS LESSON 5

SCRIPT #1

Assertive Alison is in her math class. Her teacher, Mrs. Roper, is handing out the grade slips for the first six weeks of school. Alison is expecting a "B-"; however, her grade slip shows a "C+." After class Alison walks up to Mrs. Roper.

ASSERTIVE ALISON: MRS. ROPER, WOULD YOU ADD UP MY TEST SCORES FOR ME? THIS IS A LOWER GRADE THAN I EXPECTED.

MRS. ROPER: I'M PRETTY SURE THE GRADE IS CORRECT, ALISON. I DOUBLE CHECKED ALL THE GRADES BEFORE RECORDING THEM. HOWEVER, I'LL BE GLAD TO CHECK IT AGAIN AT ANOTHER TIME. RIGHT NOW I HAVE ANOTHER CLASS.

ASSERTIVE ALISON: WHEN WOULD BE A CONVENIENT TIME FOR YOU?

MRS. ROPER: HOW ABOUT RIGHT AFTER LAST PERIOD TODAY?

ASSERTIVE ALISON: I WORK AFTER SCHOOL. COULD I MEET YOU BEFORE SCHOOL TOMORROW?

MRS. ROPER: FINE. I'LL SEE YOU AT EIGHT O'CLOCK TOMORROW MORNING.

ASSERTIVE ALISON: THANKS, MRS. ROPER.

SCRIPT #2

Honest Andy works at a local hardware store. He picked up his paycheck on Friday and saw that he had been overpaid. He went to talk with Mr. Halperin, the boss.

HONEST ANDY: MR. HALPERIN, MAY I SPEAK WITH YOU FOR A MINUTE?

MR. HALPERIN: CERTAINLY, ANDY. WHAT CAN I DO FOR YOU?

HONEST ANDY: ACCORDING TO MY CALCULATIONS, THERE IS AN ERROR IN MY PAYCHECK.

MR. HALPERIN: THAT'S HARD TO BELIEVE, ANDY! IT'S ALL DONE BY COMPUTER.

HONEST ANDY: WELL, I THINK IT'S ABOUT $50 TOO MUCH.

MR. HALPERIN: OH--LET ME TAKE A LOOK AT THAT. THIS DOES LOOK HIGHER THAN USUAL. I'LL HAVE TO HOLD ONTO YOUR PAYCHECK UNTIL MY ACCOUNTANT CAN CHECK IT OUT.

HONEST ANDY: THAT'S FINE WITH ME--AS LONG AS I CAN PICK UP A CHECK FOR THE CORRECT AMOUNT BY MONDAY AFTERNOON.

MR. HALPERIN: I DON'T SEE ANY PROBLEM WITH THAT. THANK YOU FOR CALLING THIS TO MY ATTENTION, ANDY.

SOCIAL SKILLS

LESSON 6

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF ASSERTIVE STATEMENTS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE ASSERTIVE STATEMENTS USING AN "I" MESSAGE.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL REVISE INTO ASSERTIVE "I" STATEMENT FORM.

materials Passive/Aggressive/Assertive Characteristics Chart

activity

1. Discuss:

   - Passive and aggressive people have difficulty expressing how they feel in a way that respects everyone's personal rights.

2. Brainstorm and list on board:

   - How passive and aggressive people express feelings (refer to characteristics chart)

3. Select students to role-play the following situations, while other students identify characteristics and act as "critics" to ensure accuracy.

   Examples:

   - a passive person receiving a ticket for jaywalking--(whiney voice) "But Mr. Policeman, there's no place else to cross. I didn't know I couldn't cross here."
   - an aggressive person complaining about the service in a restaurant--(loud voice) "Hey you, get over here! Where's my food? Did you even place my order yet?"

* This lesson may be used in conjunction with Stress Management Lesson 12.

- an aggressive person receiving a ticket for speeding--(loud voice) "What do you mean? I wasn't speeding! You're speedometer must be broken. I was going 55!"

- a passive person being caught cheating on a test

- an aggressive person being caught cheating on a test

- an aggressive person cutting in line at the movies

- a passive person ordering dinner at a restaurant

- a passive person asking a teacher for an extension on a project

- an aggressive person complaining to a teacher about too much homework

4. Introduce how an assertive person expresses his/her feelings. (refer to chart)

5. Discuss:

   - "I" statements usually start with the word "I."
   - "I" statements do not violate the rights of others.

6. Ask students to role-play the situations listed in number 3 of this lesson using "I" statements.

   Examples:

   - Getting a ticket for jaywalking--"You're right. I didn't realize that I was jaywalking. From now on I'll walk to an intersection to cross the street."

   - Complaining about the service at a restaurant--"Excuse me, sir. There seems to be a problem. I'd like a minute of your time to discuss it with you."

closure

Discuss:
- What are the passive, aggressive, and assertive ways of handling situations?
- What are reactions to passive, aggressive, and assertive people?
- Why are "I" statements important?

transfer

Watch your favorite TV program. Notice how the characters express themselves.

CHARACTERISTICS

	PASSIVE	AGGRESSIVE	ASSERTIVE
Expresses Self:	Rarely With little confidence Indirectly Dishonestly	By humiliating others By bragging In destructive manner Directly/indirectly Dishonestly	Respecting rights of others Using "I" statements Directly Honestly
Physical Behavior:	Poor eye contact Forced/constant smile Clearing throat/swallowing Hands - Wringing Scratching head Covering face Shaking Tense/scared posture	Looking in other direction/bored Clenched teeth/tight-lipped mouth Shaking head in disbelief Hands - On hip Pointing finger Pounding fists Tense/angry posture	Good eye contact Appropriate facial expression Hands - Relaxed Gesturing Balanced/relaxed posture
Voice:	Overly soft/slow Mumbled Whiney Monotone	Loud Rapid Sarcastic Condescending Deadly quiet	Firm Warm Clear

SOCIAL SKILLS

LESSON 7

lesson objective	TO FURTHER DEVELOP AWARENESS OF ASSERTIVE STATEMENTS
behavioral objective	1. STUDENT WILL VERBALLY EXPRESS THREE ASSERTIVE STATEMENTS USING AN "I" MESSAGE. 2. GIVEN A LIST OF STATEMENTS, STUDENT WILL REVISE INTO ASSERTIVE "I" STATEMENT FORM.
materials	Script
activity	1. Distribute a copy of the script to each student. 2. Assign parts. 3. Read script.

closure

Ask each student to make an assertive "I" statement about something he/she learned in the play.

transfer

Make an assertive "I" statement at home. Notice what kind of response you get.

(Remind students to be sure they are respecting the rights of others when they make their "I" statements.)

SOCIAL SKILLS LESSON 7

SCRIPT

CHARACTERS: Mr. Kaufman Andy Rachel Betsy Lester

SETTING: MR. KAUFMAN'S ADVISEMENT GROUP IS PRACTICING SOCIAL SKILLS THEY HAVE RECENTLY LEARNED.

MR. KAUFMAN: ALL RIGHT CLASS, TIME FOR PROJECT PLUS!

LESTER: NOT AGAIN! CAN'T WE EVER DO ANYTHING THAT'S FUN.

ANDY: I LIKE PROJECT PLUS. I THINK IT'S FUN.

RACHEL: SHUT UP, ANDY. YOU LIKE EVERYTHING.

MR. KAUFMAN: RACHEL. HOW WOULD YOU DESCRIBE YOUR BEHAVIOR JUST THEN:

RACHEL: I WAS BEING ASSERTIVE, I JUST EXPRESSED MY FEELING.

MR. KAUFMAN: BUT WEREN'T YOU VIOLATING SOME OF ANDY'S RIGHTS?

RACHEL: WELL, MAYBE.

BETSY: WELL, HE HAS TO BE ASSERTIVE AND STICK UP FOR HIS OWN RIGHTS.

LESTER: HE ALSO, HAS THE RIGHT TO EXPRESS HIS OPINION WITHOUT BEING TOLD TO SHUT UP.

ANDY: YEAH. I GET TOLD TO SHUT UP A LOT WHEN I SAY SOMETHING. I THINK I SHOULD BE ABLE TO EXPRESS MY OPINION, TOO.

MR. KAUFMAN: YOU DO HAVE THAT RIGHT, ANDY. WE ALL DO. LET'S REVIEW CAUSES AND CONSEQUENCES. BETSY, WHAT CAUSES SOME PEOPLE TO ACT AGGRESSIVELY?

BETSY: I DON'T KNOW.

LESTER: FIGURES, SHE'D SAY THAT. BETSY DOESN'T EVEN KNOW HER NAME HALF THE TIME!

MR. KAUFMAN: WHICH OF BETSY'S RIGHTS DID YOU JUST VIOLATE LESTER?

LESTER: WHO CARES.

MR. KAUFMAN: CLASS, WHO CAN TELL LESTER THE ANSWER?

RACHEL: THE RIGHT TO SAY, "I DON'T KNOW"?

MR. KAUFMAN: GOOD RACHEL, ANYONE THINK OF ANOTHER ANSWER?

ANDY: HOW ABOUT HER RIGHT TO EXPRESS AN OPINION?

MR. KAUFMAN: YES, THAT'S ANOTHER GOOD ANSWER. NOW BACK TO CAUSES. WHO CAN TELL ME WHAT CAUSES SOME PEOPLE TO ACT AGGRESSIVELY.

(BETSY RAISES HER HAND SHYLY)

MR. KAUFMAN: YES, BETSY.

BETSY: WELL - ONE THING WE LEARNED WAS THAT AGGRESSIVE PEOPLE BELIEVE THEIR OPINIONS AND FEELINGS ARE MORE IMPORTANT THAN OTHERS.

MR. KAUFMAN: RIGHT, AND WHO CAN TELL ME ANOTHER CAUSE?

RACHEL: WELL - SOMETIMES, I'M AGGRESSIVE BECAUSE I WANT TO BE IN CONTROL - - SO I GUESS I ACT A LITTLE BOSSY.

MR. KAUFMAN: THOSE ARE GOOD "I" STATEMENTS, RACHEL.
NOW - WHAT ARE SOME OF THE CONSEQUENCES FOR BEING AGGRESSIVE?

LESTER: THEY USUALLY GET THEIR WAY BECAUSE EVERYONE IS SCARED OF THEM.

ANDY: YEAH, BUT NOBODY LIKES THEM VERY MUCH, EITHER, ESPECIALLY WHEN IT'S A GIRL.

MR. KAUFMAN: YOU MEAN IT'S NOT SO BAD WHEN A BOY IS AGGRESSIVE?

LESTER: WE'RE ENCOURAGED TO BE AGGRESSIVE - LIKE OUT ON THE FOOTBALL FIELD.

MR. KAUFMAN: AND WHOSE RIGHTS ARE YOU VIOLATING OUT ON THE FOOTBALL FIELD?

ANDY: THE COACH SAYS JUST TO GO OUT AND HIT HARD SO I GUESS WE'RE NOT GIVING THE OTHER TEAM ANY RIGHTS.

MR. KAUFMAN: BUT DIDN'T THEY AGREE TO PLAY BY THE SAME RULES AS YOU? SO ARE YOU VIOLATING THEIR RIGHTS?

LESTER: I DON'T THINK SO UNLESS YOU TRY TO CHEAT OR BREAK SOME OF THE GAME RULES.

MR. KAUFMAN: GOOD, LESTER. SO BEING AGGRESSIVE IN A GAME IS DIFFERENT FROM BEING AGGRESSIVE IN SOCIAL SITUATIONS.

WHAT CAUSES SOME PEOPLE TO ACT PASSIVELY?

RACHEL: IT'S SAFE. IF YOU DON'T GIVE YOUR OPINION, NOBODY CAN SAY THEY DISAGREE WITH YOU.

BETSY: FOR SURE! AND THEN YOU CAN ALWAYS GET A PASSIVE PERSON TO DO WHATEVER YOU WANT THEM TO DO.

MR. KAUFMAN: WHEN YOU TAKE ADVANTAGE OF SOMEONE LIKE THAT ARE YOU STILL ALLOWING THEM TO EXERCISE THEIR RIGHTS?

BETSY: NO, BUT THEY DIDN'T WANT THEIR RIGHTS. THEY NEVER USE THEM.

RACHEL: DON'T YOU STILL HAVE TO GIVE THEM THE CHANCE TO EXERCISE THOSE RIGHTS IF YOU'RE BEING ASSERTIVE?

MR. KAUFMAN: GOOD POINT, RACHEL. THAT'S PART OF THE RESPONSIBILITY THAT GOES ALONG WITH BEING ASSERTIVE. NOW WHAT'S ANOTHER CAUSE FOR PASSIVE BEHAVIOR?

ANDY: PEOPLE WILL LIKE YOU BETTER IF YOU GO ALONG WITH THEM.

MR. KAUFMAN: YES, BUT WHAT ARE SOME OF THE CONSEQUENCES OF PASSIVE BEHAVIOR?

LESTER: YOU END UP DOING A LOT OF THINGS YOU DON'T REALLY WANT TO DO.

RACHEL: NO KIDDING! BUT WHAT ABOUT IF SOMEBODY IS ROBBING YOU?

BETSY: YEAH - ARE YOU SUPPOSED TO SAY, "I DON'T LIKE WHAT YOU ARE DOING. YOU'RE VIOLATING MY RIGHTS."

MR. KAUFMAN: THERE ARE A FEW TIMES WHEN ASSERTIVE BEHAVIOR IS NOT APPROPRIATE. ONE OF THOSE TIMES IS WHEN YOU ARE BEING PHYSICALLY THREATENED. WHEN YOUR LIFE IS IN DANGER, IT IS BEST TO CHOOSE TO GO ALONG WITH THE PERSON THREATENING YOU. FOR EXAMPLE, IF I'M GETTING INTO MY CAR LATE AT NIGHT AND SOMEBODY POINTS A GUN AT MY HEAD AND SAYS, "GIVE ME YOUR WALLET," IT WOULD BE FOOLISH FOR ME TO SAY, "I'M SORRY YOU CAN'T HAVE MY WALLET." ONE WAY TO TELL WHETHER OR NOT IT'S APPROPRIATE TO ACT ASSERTIVELY IS TO ASK YOURSELF, "IS THIS A SOCIAL SITUATION?" WHEN ONE PERSON IS THREATENING ANOTHER, IT NOT A SOCIAL SITUATION.

MR. KAUFMAN WRITES ON THE BOARD:

IN GENERAL, THE TIMES WHEN USING ASSERTION IS NOT APPROPRIATE ARE:

- WHEN YOU ARE PHYSICALLY THREATENED AND AT THE MERCY OF OTHERS
- WHEN YOU KNOW YOU WILL NOT ACHIEVE YOUR GOAL
- WHEN YOU HAVE ALMOST NO CONTROL OR SAY OVER WHAT IS GOING TO HAPPEN
- WHEN YOU ARE DEALING WITH CLOSE FRIENDS WHOSE RELATIONSHIP IS ESPECIALLY IMPORTANT TO YOU
- WHEN YOU ARE IN A POWER STRUGGLE WITH THOSE IN AUTHORITY (PARENTS, TEACHERS, POLICE, ADULTS, ETC.)

USING ASSERTION AT ANY OF THESE TIMES MAY ALMOST CERTAINLY CAUSE YOU TO LOSE.

MR. KAUFMAN: NOW, HOW ABOUT ASSERTIVE BEHAVIOR, WHAT ARE SOME OF THE CAUSES FOR ASSERTIVE BEHAVIOR?

LESTER: WELL, WHEN I ACT AGGRESSIVELY, I ALWAYS FEEL CRUMMY AFTERWARD. IF I ACT ASSERTIVELY, I CAN FEEL GOOD ABOUT THE SITUATION, EVEN IF I DIDN'T GET WHAT I WANTED.

BETSY: I SEEMS TO BE MORE FAIR WHEN YOU ACT ASSERTIVELY. I GUESS IT'S BECAUSE EVERYONE IS GETTING THE SAME RIGHTS.

ANDY: PLUS, YOU WASTE SO MUCH TIME WHEN PEOPLE ARGUE OR CAN NEVER MAKE UP THEIR MIND. AND I CAN'T STAND IT WHEN SOMEBODY WON'T TELL YOU WHAT THEY WANT TO DO BUT THEY COMPLAIN ABOUT EVERYTHING YOU WANT TO DO.

BETSY: IT'S SO MUCH NICER AND EASIER WHEN PEOPLE ARE HONEST AND DIRECT.

MR. KAUFMAN: OKAY. WHAT ARE SOME OF THE CONSEQUENCES OF ASSERTIVE BEHAVIOR?

RACHEL: WELL - THE CONSEQUENCES ARE REALLY THE SAME AS THE CAUSES.

MR. KAUFMAN: IN WHAT WAY?

LESTER: WELL, USUALLY YOU DO GET TO FEEL GOOD ABOUT YOURSELF AND THE WAY YOU HANDLED THE SITUATION.

MR. KAUFMAN: WHY IS THAT?

ANDY: WHEN I DON'T TELL SOMEONE HOW I FEEL WHEN SOMETHING IS BOTHERING ME - IT JUST KEEPS BOTHERING ME ALL DAY.

RACHEL: I KNOW WHAT YOU MEAN, SOMETIMES WHEN I GET ANGRY AT SOMEONE AND DON'T TELL HIM I END UP TAKING IT OUT ON MY DOG OR MY LITTLE BROTHER.

MR. KAUFMAN: AND WHAT HAPPENS WHEN YOU TELL SOMEONE YOU'RE ANGRY BUT IN AN AGGRESSIVE WAY?

LESTER: WELL, AT FIRST IT FEELS GOOD BECAUSE I GET IT OFF MY CHEST BUT AFTER AN HOUR OR SO I FEEL ROTTEN. I'M SURE THE OTHER PERSON FEELS ROTTEN AND IS REALLY ANGRY, TOO!

MR. KAUFMAN: IT SOUNDS LIKE MOST OF YOU DO PREFER TO ACT ASSERTIVELY. NOW, I'D LIKE SOME OF YOU TO SHARE SOMETHING YOU'VE LEARNED USING AN "I" STATEMENT. ANY VOLUNTEERS? (BETSY RAISES HER HAND) BETSY.

BETSY: WELL, I FEEL I NEED TO BECOME MORE ASSERTIVE AND LESS PASSIVE.

LESTER: NOT ME. I NEED TO BE LESS AGGRESSIVE AND MORE ASSERTIVE.

RACHEL: I THINK I NEED MORE HELP IN BECOMING MORE ASSERTIVE - IT'S HARD FOR ME.

ANDY: YOU'RE NOT THE ONLY ONE. IT'S HARD FOR ME, TOO.

MR. KAUFMAN: IT'S HARD FOR EVERYONE, EVEN ADULTS. BEING ASSERTIVE TAKES A LOT OF PRACTICE.

SOCIAL SKILLS

LESSON 8

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF EMPATHIC ASSERTION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO EMPATHIC ASSERTION STATEMENTS.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY TWO REPRESENTING EMPATHIC ASSERTION.

materials None

activity

1. Discuss empathic assertion.

   EMPATHIC ASSERTION is an assertive technique that acknowledges the feelings of both parties.

   Example:

   Joan is babysitting for her neighbor. Ivan, age eight, is begging Joan to let him stay up past his bedtime. Joan responds, "I know you would like to stay up later tonight, Ivan, and I have a responsibility to your parents to make sure you get to bed on time."

   The first part of her statement ("I know you would like to stay up later tonight") acknowledges the feelings of Ivan.

   The second part of her statement ("I have a responsibility to your parents to make sure you get to bed on time") expresses the situation/feelings of Joan.

2. Read the following examples to the class, identifying the two parts of empathic assertion.

   Wendy was working at the ice cream parlor. The manager said, "Wendy, I need you to stay an extra hour today."

Wendy replied, "I know there's a lot of work left to do, but I have other commitments this evening. Next time, if you give me earlier notice, I'd be happy to work longer."

Tom and Bill were eating hamburgers at a local restaurant after a big track meet. An older woman sitting behind Bill was smoking and holding her cigarette so that the smoke went right to Tom and Bill's table. Bill said, "Excuse me, I respect your right to smoke; however, the smoke from your cigarette is coming our way. Could you hold your cigarette in a different way, so it won't happen?"

3. Ask students to role-play the following situations using empathic assertion.

   - Sarah's younger sister follows her everywhere. Sarah feels she needs some privacy.

   - Daniel's Mom lets him drive the car to school three days each week. This week he wants to drive it all week.

   - Kevin's parents gave him $10 a week allowance. With inflation he is barely able to afford a date once a month. He plans on talking to his parents about it.

   - Mr. Kaufman's social science class got sidetracked and started talking about a TV movie from the night before. Mr. Kaufman needed to move on with the lesson he had prepared.

   - Janeen and Elizabeth were normally good friends. They had gotten into an argument, however, and Janeen wasn't talking to Elizabeth. Elizabeth wanted to let Janeen know how she felt.

closure

Discuss the benefits of empathic assertion.
- It gives you a moment to try to understand the other person's feelings.
- Other people are more likely to listen to you when they know you consider how they feel.
- When empathic assertion is used, the other person is less likely to become defensive or feel hurt.

transfer

Notice situations when empathic assertion would be a good technique to use.

SOCIAL SKILLS

LESSON 9

lesson objective * TO INTRODUCE AND DEVELOP AWARENESS OF ASSERTIVE REQUESTS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE ASSERTIVE REQUESTS.
2. GIVEN A LIST OF REQUESTS, STUDENT WILL IDENTIFY AS PASSIVE, AGGRESSIVE, OR ASSERTIVE.

materials Script

activity

1. Discuss and list on board ways people ask for things.

   Examples: crying
   hitting
   temper tantrums
   asking
   demanding

2. Discuss types of requests:

   - Passive
     request: Do you think, maybe, if you have the time, you might be able to look at my report? You probably don't have time, and I'm not very bright, so I probably did it wrong.

3. - Aggressive
     request: Hey! You better give me some help on this report, teacher!

---

* This lesson may be used in conjunction with Stress Management Lesson 18.

- Assertive

  request: I would really like your help on this report. When would you have the time?

4. Read the following:

   It was Career Day at Eastview High School. Each student in Ms. Jones' English class had been given an assignment to research a job or vocation of personal interest.

   Wendy followed her class into the auditorium where she saw several booths labeled with a specific job title. Wendy's friend, Sheri, went immediately toward the veterinarian assistant booth, with Wendy following closely behind.

   Wendy was very interested in learning about how to care for animals. She had many questions but she did not quite know how to ask them. Sheri, however, was asking questions and receiving answers so quickly that Wendy became confused and anxious.

   Wendy thought to herself -

   -- Please slow down! I can't keep up with you!
   -- Stop! I'm feeling frustrated.
   -- I'm beginning to feel stupid. How come Sheri knows what's going on and I don't?
   -- There goes Sheri asking another question that I wanted to ask. Well, thanks to Sheri I get some questions answered. If I only knew enough to ask the right question!

   No words came out of Wendy's mouth. She just stood there staring wide-eyed and feeling desperate.

5. Brainstorm and list on board assertive requests that Wendy could make.

   Examples:

   - Excuse me. I did not hear your answer. Please repeat it.
   - Please slow down. It's difficult to keep up with this new information.
   - Would you be willing to speak more slowly? I'm having trouble keeping up with you.

6. Discuss

When making an assertive request, it is sometimes helpful to ask directly for what you want by using an "I" statement.

Examples: I would like . . . .
I need . . . .
I do not . . . .

7. Select students to role-play scripts #1 and #2.

closure

Discuss scripts using the following questions

- What assertive request did Harry make?
- What assertive request did Marcia make?
- What kind of voice might Harry and Marcia use in making their requests?
- Were Harry and Marcia honest and direct when making their requests?
- Did Harry and Marcia receive honest and direct answers to their requests?
- Does making an assertive request guarantee that you will get what you want?

transfer

In your most difficult class, make an assertive request about something you do not understand.

SOCIAL SKILLS LESSON 9

SCRIPT #1

HEFTY HARRY NEEDS TO DISCUSS A PERSONAL PROBLEM. HE HAS DECIDED TO APPROACH THE SCHOOL NURSE, MS. NIGHTINGALE. HOWEVER, HE IS FEELING EMBARRASSED AND NERVOUS.

HEFTY HARRY: HELLO, MS. NIGHTINGALE. WOULD IT BE POSSIBLE TO SPEAK WITH YOU FOR A MOMENT?

MS. NIGHTINGALE: CERTAINLY, HARRY!

HEFTY HARRY: WELL, THIS IS VERY DIFFICULT FOR ME. I NEED SOME HELP WITH A PROBLEM.

MS. NIGHTINGALE: I'M GLAD YOU CAME TO SEE ME, HARRY. WE ALL HAVE FEARS AND PROBLEMS AT ONE TIME OR ANOTHER. SEEKING HELP IS A VERY MATURE WAY TO DEAL WITH THESE PROBLEMS.

HEFTY HARRY: WELL, YOU SEE, I HAVE A PROBLEM WITH MY...... WEIGHT. WHEN I WAS IN FOOTBALL MY SIZE WON ME RESPECT. OF COURSE, I WAS SOLID MUSCLE THEN. NOW MY MUSCLE HAS TURNED TO F-A-T AND I DON'T KNOW WHAT TO DO. EVERYONE MAKES FUN OF ME NOW.

MS. NIGHTINGALE: THAT'S A VERY COMMON PROBLEM WITH ATHLETES, HARRY, AND YOU CERTAINLY ARE NOT ALONE. YOU'VE TAKEN THE FIRST STEP BY COMING FOR HELP. YOU'RE ON THE ROAD TO FEELING BETTER ABOUT YOURSELF AND TO RECEIVING ADVICE AND GUIDANCE ON HOW TO DEAL WITH YOUR PROBLEM.

SCRIPT #2

MARCIA WASHINGTON HAS A PROBLEM THAT SHE NEEDS TO DISCUSS WITH HER HISTORY TEACHER, MR. LINCOLN. SHE IS WORRIED, NERVOUS AND CONCERNED ABOUT MAKING A REQUEST OF HIM.

MARCIA: HELLO, MR. LINCOLN. I NEED TO DISCUSS SOMETHING WITH YOU.

MR. LINCOLN: CLASS IS JUST ABOUT TO BEGIN, MARCIA. WOULD IT BE POSSIBLE FOR US TO MEET DURING LUNCH?

MARCIA: CERTAINLY! I APPRECIATE YOUR TAKING THE LUNCH HOUR TO MEET WITH ME. SEE YOU LATER.

LUNCH

MR. LINCOLN: HI, MARCIA. COME ON IN. WHAT CAN I DO FOR YOU?

MARCIA: MR. LINCOLN, I HAVE A PROBLEM. MY PARENTS ARE TAKING ME OUT OF SCHOOL A WEEK EARLY AND I WILL MISS YOUR FINAL. WHEN WOULD YOU HAVE TIME TO GIVE ME THE FINAL EARLY?

MR. LINCOLN: I WOULD BE MORE THAN HAPPY TO HELP YOU OUT, MARCIA. IT'S A REAL PLEASURE TO DO A FAVOR FOR A STUDENT LIKE YOU WHO HAS WORKED SO HARD THIS TERM. HOW ABOUT THE THURSDAY BEFORE YOU LEAVE, RIGHT AFTER SCHOOL GETS OUT?

MARCIA: THAT WOULD BE PERFECT! THANKS SO MUCH FOR HELPING ME OUT!

—PLUS—
Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 10

lesson objective * TO INTRODUCE AND DEVELOP AWARENESS OF ASSERTIVE REFUSALS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE ASSERTIVE REFUSALS.
2. GIVEN A LIST OF REFUSALS, STUDENT WILL IDENTIFY AS PASSIVE, AGGRESSIVE, OR ASSERTIVE.

materials Script

activity

1. Read the following:

   Marty Havens is a 16 year old sophomore at a public high school. He is an average student with many outside interests. He participates in the junior varsity track team and works part-time for the local pizza parlor. The oldest of six children, Marty has many home responsibilities.

   One rainy evening Marty arrived home, tired from a day of track workouts, trouble with his girlfriend, and two hours of making pizzas. Just as he walked in the door his step sister said, "Gosh! I'm so glad you're home! I was afraid you wouldn't get here in time and I'd have to baby-sit the kids alone. They've eaten, but you need to give them baths. Are you ready?"

---

* This lesson may be used in conjunction with Stress Management Lessons 13 and 14.

2. Discuss and list on board ways that Marty might refuse his stepsister's request.

   Examples:

   Passive refusal: "Put a smile on his face" and tell his stepsister not to worry because he will take care of everything. Later, call a friend and complain bitterly about how he has to do ALL the work!

   Aggressive refusal: Yell at his stepsister about all he's had to do already today and if she thinks he's going to take care of those brats she's crazy! Then, continue to belittle his stepsister for never being able to do Anything on her own. Next, walk away slamming the door behind him.

   Assertive refusal: Ask to speak with stepsister for a minute. In an honest way, explain how tired he is and ask would she mind taking over just for tonight. If she truly cannot handle the job by herself, perhaps a compromise could be made where neither one of them feels like a martyr or put down.

3. Discuss:
   - When making an assertive refusal, it is sometimes helpful to say "no" in an honest and direct way using I statements.

   Example: No, I don't want to do that.
   No, I don't feel good about doing that.
   No, I will let you know if I change my mind.
   No, I am not able to make that commitment.

4. Select students to role-play scripts #1 and #2.

closure Discuss scripts using the following questions:

- What assertive refusals did Tania, Patricia, and Henry make?
- What kind of voice might Tania, Patricia, and Henry use in making their refusal?
- How is knowing how to make assertive refusals helpful when dealing with peer pressure?

transfer Notice how often you need to tell others "no." Practice saying "no" in an assertive way.

SOCIAL SKILLS LESSON 10

SCRIPT #1

CHRISTINE: OH, TANIA! THIS BLOUSE OF YOURS IS SO PRETTY! I'M GOING TO BORROW IT!

TANIA: CHRISTINE, THAT'S MY NEW BLOUSE. I HAVEN'T EVEN WORN IT YET.

CHRISTINE: BIG DEAL! I'LL BRING IT BACK TO YOU NEXT WEEK. I HAVE THE PERFECT PANTS TO WEAR WITH IT. IT WOULD MAKE A SENSATIONAL OUTFIT FOR THE DANCE FRIDAY NIGHT!

TANIA: I'M SORRY, CHRIS. I CAN'T LET YOU BORROW IT. BESIDES, MY MOTHER WOULD HIT THE CEILING!

CHRISTINE: WHAT BUSINESS IS IT OF HERS? IT'S YOUR BLOUSE ISN'T IT? BESIDES, YOUR MOTHER IS ALWAYS SUCH A NAG!

TANIA: I WILL NOT LEND YOU MY BLOUSE, CHRISTINE. I JUST WILL NOT LEND OUT MY BLOUSE.

SCRIPT #2

JOHN: GREAT! WE'RE HERE EARLY. LET'S HAVE A FEW BREWS BEFORE GOING INTO DISNEYLAND.

PATRICIA: I DON'T THINK WE SHOULD, JOHN. WE MIGHT GET INTO TROUBLE.

JOHN: COME ON, TRICIA. WHAT HARM WILL IT DO? IT'S ONLY BEER!!

HENRY: ONLY BEER! THAT'S A LAUGH. BEER IS STILL BOOZE. YOU CAN GET HIGH ON BEER JUST AS EASILY AS ON THE HARD STUFF.

PATRICIA: HENRY'S RIGHT, JOHN. A FRIEND OF MY BROTHER'S WAS HERE LAST SUMMER AND HAD BEEN DRINKING BEER BEFORE HE WENT INTO THE PARK. HE WAS WILD! -- JUMPING OFF RIDES BEFORE THEY WERE STOPPED AND ACTING CRAZY! THEN, HE ACTUALLY STOOD UP ON THE MATTERHORN!! FINALLY, THE SECURITY GUARDS FORCED HIM TO LEAVE.

JOHN: BIG DEAL!

HENRY: WELL, THAT'S THE KIND OF STUFF THAT GIVES TEENAGERS A BAD REPUTATION, JOHN. LET'S NOT MAKE IT WORSE FOR OURSELVES BY GETTING CAUGHT DRINKING.

JOHN: YOU GUYS ARE JUST SCARED!

PATRICIA: JOHN, I WILL NOT DRINK BEER WITH YOU.

HENRY: THAT GOES FOR ME TOO, JOHN. I WILL NOT DRINK BEER WITH YOU, EITHER. COME ON, TRICIA, LET'S GET INTO DISNEYLAND AND HAVE SOME FUN!!

PLUS

—PLUS—

Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 11

lesson objective * TO INTRODUCE AND DEVELOP AWARENESS OF COMPLIMENTS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE COMPLIMENTS.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY THREE COMPLIMENTS FOR EACH.

materials Dear Blabby Sheet

activity

1. Discuss:
   - One of the benefits of being assertive and using good social skills is that we feel good about ourselves.
   - How does a passive person feel about himself/herself? (I'm not okay; inhibited; the underdog)
   - How does an agressive person feel about himself/herself? (You're not okay; the underdog disguised in a monster outfit)
   - How does an assertive person feel about himself/herself? (I'm okay and you're okay; self-respect; high self-esteem)
   - When we feel good about ourselves, we are able to share ourselves with others and enjoy giving others compliments.
2. Read the following to the class:

   Ned Nerd is a sophomore at Public School 94 in New York City. He is taking a course called "How to Be a Total Person." Unfortunately, he is experiencing some personal problems and has written the following letter to the local newspaper's teenage advice column.

* This lesson may be used in conjunction with Stress Management Lesson 17.

Dear Blabby:

The other weekend I took a really foxy chick to see "The Rocky Horror Motion Picture Show." She was a real knock-out and dressed for the occasion--dark glasses, umbrella, make-up, and all! The problem is that I was a total nerd. All night long my mouth was dry--my tongue tied--and my palms sweaty. I wanted to tell her how great she looked, but I didn't know what to say or how to say it.

I'm sure she thinks I was the nerdiest date she's ever had--but just in case she's willing to give me another chance, what can I say to her the next time I want to give her a compliment?

Sincerely,
Ned (the one and only) Nerd

P.S. I won't ask her out again until I hear from you.

3. Brainstorm and list on the board compliments that Ned could give to his date.

Examples: Your outfit is really great!
You really know the right way to dress for this show!
Wow! You look terrific in that outfit!

4. Distribute the Dear Blabby Sheet and complete.

closure

Share Dear Blabby Sheets and discuss.

transfer

Think of a compliment you would like to give someone in your family. The next time you are with that person say it to him/her.

DEAR BLABBY SHEET

Dear Blabby,

For the last six months I've been tutored in Spanish by a guy in my class. He's the best language student I've ever met and the best teacher, too. Without him, I'd have failed Spanish ages ago.

I want to do the right thing and tell him I appreciate his help, but how do I compliment someone of the opposite sex, without having him think I'm making a pass?

Please give me several suggestions so I can choose the right one for me. Worrying about what to say is making me sick.

SUFFERING & SENSIBLE SARAH

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Dear Blabby,

There's this WONDERFUL actor appearing in a soap opera on television. I like him a lot and for many reasons. He's terrific looking and has a sexy body, but most of all he's like a magnet!

Each time I watch him I'm glued to the set and to him. I feel as though I'm part of what I'm watching and he's talking to me, not to the other actors.

I would really like to write to him and let him know how much I enjoy his acting, but I'm uncertain about just what to say. I don't want him to think I'm just another star struck teenager!

YOUNG & RESTLESS AND IN ANOTHER WORLD

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Dear Blabby,

I never fumble with a football, but I sure can fumble with words!

For the past two years I've had a football coach I hated. He overworked us and pushed me until I almost quit.

Now, however, I've been able to see how much growth I've made (I'm 6'2" and 185 lbs. and none of it's fat!). I know I worked hard to get this far, but I never would have worked this hard if it hadn't been for my coach. I might even have a chance at a scholarship now.

What can I say to let him know that I really appreciate all of his efforts to make me the athlete I never imaged I'd be?

FUTURE ALL-AMERICAN

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Dear Blabby,

Today I received a letter informing me that I had won a National Science Foundation Scholarship that entitles me to spend the summer working at NASA on my experiments.

Now I would like to thank my chemistry teacher for recognizing my abilities in an area where I had very little understanding and for giving many hours of her time to help me attain my goal. However, I don't know how or what to say. On the one hand, I do want to thank her, but on the other hand, I'm not an expert with social skills.

WIZ KID WITH WORRIES

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—PLUS—

Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 12

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF FREE INFORMATION AND OPEN-ENDED QUESTIONS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE STATEMENTS USING FREE INFORMATION AND TWO OPEN-ENDED QUESTIONS.
2. GIVEN A LIST OF STATEMENTS AND QUESTIONS, STUDENT WILL IDENTIFY AS FREE INFORMATION STATEMENTS OR OPEN-ENDED QUESTIONS.

materials Script, Celebrity Interview Sheets

activity

1. Select students to role-play Script #1.
2. Discuss
    - When we meet someone new, it is often difficult to know what to say.
    - We often ask questions that can only be answered with a "yes" or "no."
3. Role-play Script #1 a second time.
    - Why did Janet respond with only a "yes" or a "no" answer?
    - When someone tells us something that goes beyond the question asked or is given without being asked, it is called FREE INFORMATION.
    - What free information was not asked for, but given om Script #1?
4. Select students to role-play Script #2.
    - How were the questions in Script #2 different from the questions in Script #1?

5. Discuss
   - Questions that cannot be answered with a "yes" or "no" are called OPEN-ENDED QUESTIONS.
   - Open-ended questions give us free information.
   - What open-ended question was asked in Script #2?

6. Interview activity
   - Direct students to form dyads.
   - Pass out one assignment form to each dyad, instructing students to write a short interview dialog.

closure Share dialogs by having each dyad role-play their interview.

transfer Practice giving free information and asking open-ended questions with your friends and family.

SOCIAL SKILLS LESSON 12

SCRIPT #1

BEVERLY: HI! COULD YOU TELL ME HOW TO FIND THE LIBRARY? THIS IS MY FIRST DAY AT UNIVERSITY HIGH SCHOOL.

JANET: THE LIBRARY IS OVER THERE.

BEVERLY: THANKS. WHAT'S YOUR NAME?

JANET: JANET.

BEVERLY: OH.

SCRIPT #2

BEVERLY: HI! COULD YOU TELL ME HOW TO FIND THE LIBRARY? THIS IS MY FIRST DAY AT UNIVERSITY HIGH SCHOOL.

JANET: IT IS?! WELL, WELCOME TO UNI HIGH. I HAVE SOME TIME BEFORE MY NEXT CLASS. I'LL WALK YOU OVER TO THE LIBRARY.

BEVERLY: THANKS! WHAT'S YOUR NAME?

JANET: IT'S JANET SWARTZ. I'M A SOPHOMORE. WHAT'S YOUR NAME?

BEVERLY: BEVERLY ROSS. I'M A SOPHOMORE, TOO. I JUST MOVED HERE FROM NEW YORK CITY.

JANET: NEW YORK CITY!! WHAT'S IT LIKE GROWING UP IN SUCH A BIG CITY? I'VE NEVER BEEN EAST OF THE ROCKIES!

PLUS

CELEBRITY INTERVIEWS

YOU HAVE BEEN SELECTED TO WRITE AN ARTICLE FOR TEENS SPEAK MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW BROOKE SHIELDS
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

BROOK, HOW DOES BEING A FAMOUS CELEBRITY BY THE AGE OF 15, NOT TO MENTION AN EXTREMELY WEALTHY TEENAGER, KEEP YOU FROM BEING LIKE THE REST OF THE KIDS YOUR AGE?

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QUESTION #2 ______________________________
ANSWER ______________________________
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QUESTION #3 ______________________________
ANSWER ______________________________
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- -

YOU HAVE ACCEPTED A WRITING POSITION WITH SPORTING NEWS MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW REGGIE JACKSON
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

REGGIE, WHAT WAS YOUR REACTION TO HAVING A CANDY BAR NAMED AFTER YOU?

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QUESTION #2 ______________________________
ANSWER ______________________________
____

QUESTION #3 ______________________________
ANSWER ______________________________
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PLUS

CELEBRITY INTERVIEWS

YOU ARE A FREE LANCE WRITER ON ASSIGNMENT TO BOXING BOUT MAGAZINE

YOUR ASSIGNMENT: INTERVIEW MUHAMMAD ALI

USE AT LEAST THREE OPEN-ENDED QUESTIONS.

THE FIRST ONE HAS BEEN DONE FOR YOU.

TO BECOME A HEAVYWEIGHT CHAMPION OF THE WORLD YOU HAD TO TRAIN HARD FOR ENDLESS HOURS. WHAT "MENTAL FITNESS" KEPT YOU GOING WHEN YOUR BODY WANTED TO QUIT?

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QUESTION #2 ____

ANSWER ____

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QUESTION #3 ____

ANSWER ____

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- -

YOU ARE ON SPECIAL ASSIGNMENT TO TEENS TALK MAGAZINE.

YOUR ASSIGNMENT: INTERVIEW RICHARD PRYOR

USE AT LEAST THREE OPEN-ENDED QUESTIONS.

THE FIRST ONE HAS BEEN DONE FOR YOU.

RICHARD, KNOWING HOW DANGEROUS DRUGS REALLY ARE, WHAT ADVICE DO YOU HAVE FOR TODAY'S YOUNG PEOPLE?

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QUESTION #2 ____

ANSWER ____

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QUESTION #3 ____

ANSWER ____

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PLUS

CELIBRITY INTERVIEWS

YOU HAVE BEEN ASKED TO WRITE AN ARTICLE FOR ECUMENICAL MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW POPE JOHN PAUL II.
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

POPE JOHN, HOW DID YOUR "SPIRITUAL AWAKENING" CHANGE YOUR LIFE?

QUESTION #2

ANSWER

QUESTION #3

ANSWER

CELEBRITY INTERVIEWS

YOUR NEW JOB IS WITH ALIEN MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW E.T.
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

E.T., IN WHAT WAY DID YOUR RELATIONSHIP WITH ELIOT AND YOUR STAY ON EARTH CHANGE YOU?

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QUESTION #2 ____
ANSWER ____
____

QUESTION #3 ____
ANSWER ____
____

- -

YOU ARE A FREE LANCE WRITER FOR ENTERTAINMENT NOW MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW MISS PIGGY
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

MISS PIGGY, WHAT DOES IT TAKE FOR YOU TO MAINTAIN YOUR ROLE AS "THE GREATEST SUPERSTAR ON EARTH?"

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QUESTION #2 ____
ANSWER ____
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QUESTION #3 ____
ANSWER ____
____

PLUS

CELEBRITY INTERVIEWS

YOU HAVE JUST ACCEPTED A WRITING POSITION WITH MOVIE MADNESS MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW MOON ZAPPA
USE AT LEAST THREE OPEN-ENDED QUESTIONS.

MOON, HOW HAS HAVING A FAMOUS FATHER AFFECTED YOUR RELATIONSHIP WITH HIM?

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QUESTION #2 ______________________________
ANSWER ______________________________
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QUESTION #3 ______________________________
ANSWER ______________________________
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- -

YOU ARE ON A SPECIAL WRITING ASSIGNMENT TO HISTORICAL NEWSLETTER.
YOUR ASSIGNMENT: INTERVIEW GEORGE WASHINGTON
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

PRESIDENT WASHINGTON, WHAT IS THE REAL STORY BEHIND CHOPPING DOWN THE CHERRY TREE?

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QUESTION #2 ______________________________
ANSWER ______________________________
____

QUESTION #3 ______________________________
ANSWER ______________________________
____

CELEBRITY INTERVIEWS

YOU ARE ASSIGNED TO WRITE AN INTERVIEW STORY FOR ROCK & ROLL MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW ELVIS PRESLEY
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

TELL ME, ELVIS, WHAT CAUSED YOUR INVOLVEMENT WITH DRUGS?

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QUESTION #2 ______________________________________
ANSWER ______________________________________
____

QUESTION #3 ______________________________________
ANSWER ______________________________________
____

- -

YOU ARE ON A WRITING ASSIGNMENT FOR GABBY MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW BURT REYNOLDS
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

HOW DID YOU MAKE THE SWITCH FROM SPORTS TO MOVIES?

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____
____

QUESTION #2 ______________________________________
ANSWER ______________________________________
____

QUESTION #3 ______________________________________
ANSWER ______________________________________
____

CELEBRITY INTERVIEWS

YOU ARE ASSIGNED TO INTERVIEW DOLLY PARTON FOR REAL CONFESSIONS MAGAZINE.
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

WHAT DOES IT TAKE TO KEEP UP YOUR MOVIE STAR IMAGE?

QUESTION #2
ANSWER

QUESTION #3
ANSWER

YOU ARE IN CHARGE OF THE INTERVIEW SECTION FOR BASEBALL FEVER MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW FERNANDO VALENZUELA
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

TELL THE PUBLIC, FERNANDO, HOW DOES YOUR LIFESTYLE IN THE UNITED STATES DIFFER FROM THAT IN MEXICO?

QUESTION #2
ANSWER

QUESTION #3
ANSWER

CELEBRITY INTERVIEWS

YOU ARE A WRITER FOR HER MAJESTY'S MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW LADY DIANA
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

LADY DIANA, IN A VERY SHORT TIME AND AT THE YOUNG AGE OF 19, YOU BECAME A WIFE, PRINCESS, AND MOTHER. WHAT HAS HELPED YOU TO MAKE THESE DIFFICULT ADJUSTMENTS?

____
____
____

QUESTION #2 ____
ANSWER ____
____

QUESTION #3 ____
ANSWER ____
____

YOU ARE ON A SPECIAL FOUR YEAR ASSIGNMENT TO PRESIDENTIAL MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW NANCY REAGAN
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

AS FIRST LADY, WHAT PLANS DO YOU HAVE FOR THE WHITE HOUSE?

____
____
____

QUESTION #2 ____
ANSWER ____
____

QUESTION #3 ____
ANSWER ____
____

CELEBRITY INTERVIEWS

YOU ARE ASSIGNED FOR ONE YEAR TO HISTORICAL ENGINEERING MAGAZINE.
YOUR ASSIGNMENT: INTERVIEW THOMAS ALVA EDISON
USE AT LEAST THREE OPEN-ENDED QUESTIONS.
THE FIRST ONE HAS BEEN DONE FOR YOU.

MR. EDISON, FOR YEARS AND YEARS SCHOOL CHILDREN ALL OVER THE WORLD HAVE READ ABOUT YOUR MANY INVENTIONS. BESIDES THESE INVENTIONS, WHAT OTHER THINGS WOULD YOU LIKE THE CHILDREN TO KNOW ABOUT YOU?

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____
____

QUESTION #2 ________________________________
ANSWER ________________________________
____

QUESTION #3 ________________________________
ANSWER ________________________________
____

—PLUS—

Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 13

lesson objective*	TO INTRODUCE AND DEVELOP AWARENESS OF SELF-DISCLOSURE
behavioral objective	1. STUDENT WILL VERBALLY EXPRESS THREE STATEMENTS OF SELF-DISCLOSURE. 2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY THREE THAT ARE SELF-DISCLOSURE STATEMENTS.
materials	Incomplete Interview Script
activity	1. Review: - When someone tells us something that goes beyond the question asked or is given without being asked, it is called FREE INFORMATION. 2. Discuss: - When we tell others about ourselves, it is called SELF-DISCLOSURE. 3. Distribute the Incomplete Interview Script. 4. Instruct students to complete the Script.
closure	Share Incomplete Interview Scripts and discuss the uses of free information, self-disclosure, and open-ended questions.
transfer	Practice using self-disclosure with your family and friends.

* This lesson may be used in conjunction with Stress Management Lesson 16.

INCOMPLETE INTERVIEW SCRIPT

Complete the following interview script using the skills of free information, self-disclosure, and open-ended questions.

Chris, a high school senior, is applying to work as a lifeguard at the local community pool.

INTERVIEWER: WHAT EXPERIENCE DO YOU HAVE? (open-ended question)

SUSAN: ____

____

____

____

(self-disclosure & free information)

INTERVIEWER: ____

____

____

____

(open-ended question)

SUSAN: ____

____

____

____

____

INTERVIEWER: ____

____

(open-ended question)

SUSAN: ____

____

____

____

(free information & self-disclosure)

SOCIAL SKILLS

LESSON 14

lesson objective TO DEVELOP ABILITY TO MAKE USE OF FREE INFORMATION AND SELF-DISCLOSURE IN A CONVERSATION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO STATEMENTS EACH OF FREE INFORMATION AND SELF-DISCLOSURE.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY AS FREE INFORMATION OR SELF-DISCLOSURE.

materials papers, pens/pencils

activity

1. Review:
   - Free Information (Social Skills Lesson 15)
   - Open-Ended Questions (Social Skills Lesson 15)
   - Self-Disclosure (Social Skills Lesson 16)
2. Discuss:
   - How the skills of free information, self-disclosure, and open-ended questions are helpful.
3. Distribute materials and instruct students to:
   - Write a script using the skills of free information, self-disclosure, and open-ended questions.
   - Suggested situations for script topics:

     You are spending your first day at a new school and eating lunch by yourself. Finally, you get up and walk over to a group of students and begin a conversation.

You walk into a restaurant and while you are waiting for a table a stranger (who is also waiting to be seated) begins a conversation.

The people sitting next to you at a ball game smile and begin talking to you.

You begin a conversation with others who are in the elevator with you.

While waiting in line at McDonald's, you notice a cute guy/gal in line behind you.

While on vacation, you meet up with someone who looks like a person with whom you could enjoy spending some time.

It's your first time at an exercise class and you start talking to a person who is near you as you wait for the class to begin.

closure

Role-play scripts and identify the skills of free information, self-disclosure, and open-ended questions.

transfer

The next time you find yourself talking with someone that you do not know well, practice using the skill of self-disclosure and asking open-ended questions.

—PLUS—
Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 15

lesson objective TO INTRODUCE AND DEVELOP NON-VERBAL LISTENING SKILLS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS FOUR CHARACTERISTICS OF NON-VERBAL LISTENING SKILLS.
2. GIVEN A LIST OF LISTENING SKILLS, STUDENT WILL IDENTIFY FOUR THAT REPRESENT NON-VERBAL SKILLS.

materials Non-Verbal Characteristics of an Assertive Listener Chart

activity

1. Discuss the chart on Non-Verbal Characteristics of an Assertive Listener.
2. Divide the students into groups of three (one speaker, two listeners).
3. Ask the speaker to share with the listeners an emotional experience she/he has had, while the listeners demonstrate assertive listening skills without talking.

   Examples of emotional experiences to share:
   - Incident that was frightening
   " " " exciting
   " " " dangerous
   " " " sad

4. At the end of two minutes, ask the speaker to give each listener one positive message about their listening skills.

   Example: "I felt you were really listening because of the way you nodded your head in agreement."

5. Repeat numbers 3 and 4 so that each member of the group has the opportunity to be the speaker.

closure

Discuss:
- What did you experience being a listener and being a speaker?
- How were the experiences similar/different?
- What did the listener do that let you know she/he was interested in what you were saying?
- Was it uncomfortable being the only one speaking?
- Which was easiest for you--being the listener or the speaker?

transfer

Notice the non-verbal listening skills of your friends and family.

NON-VERBAL CHARACTERISTICS OF AN ASSERTIVE LISTENER

Body Posture

relaxed and balanced

facing speaker

comfortable physical distance

attentive

Body Movements

hands gesturing when appropriate

hands relaxed

head nods when appropriate

Eye Contact

firm, but not a hard stare

straight ahead

Facial Expression

facial expression appropriate to situation/matches mood

attentive and interested

relaxed

PLUS

SOCIAL SKILLS

LESSON 16

lesson objective TO INTRODUCE AND DEVELOP VERBAL LISTENING SKILLS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE REFLECTIVE STATEMENTS.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY A REFLECTIVE STATEMENT RESPONSE.

materials None

activity

1. Read the following story to the class.

Andrew slowly rode his bike home from school. The events of the day were on instant-replay in his head. He had started the day by turning off his alarm clock in his sleep and waking up 30 minutes late. Then, when he ran out to get his bike, he found the chain locked around the tire, and it took ten minutes for him to find the key. As he rushed to school on his bike a policeman pulled him over for riding through a red light.

Next, as he got to his first period class he realized that he had left his homework at home. With each hour of the day, things seemed to go from bad to worse. Andrew was grateful to be going home where he could talk with his older brother about his rotten day. Walking in the door, he called, "Gerald, are you home? Where are you?"

Gerald answered in an annoyed voice, "I'm in my room. what do you want?"

Andrew walked in and flopped on the bed. Gerald was watching TV. "I just had the worst day of my whole life," said Andrew.

Gerald kept his eyes on the TV set. He said, "So what? I did, too. Do you mind? I'm watching TV right now."

2. Discuss:
   - How Andrew felt about his day
   - How Andrew felt about Gerald's reaction
3. Read the following changed ending to the students:

Each hour of Andrew's day, seemed to go from bad to worse. Andrew was grateful to be going home where he could talk with his older brother about his rotten day. Walking in the door, he called, "Gerald, are you home? Where are you?"

Gerald answered in a friendly voice, "In my room. What's up?"

Andrew walked in and flopped on the bed. Gerald was watching TV. "I just had the worse day of my whole life," said Andrew. Gerald flipped off the TV, turned around, and looked at Andrew. "Sounds like you've really had a rough day," he replied.

Andrew looked at Gerald. "Boy, that's putting it mildly. It all started when I turned off my alarm clock in my sleep."

Gerald nodded his head. "You must have been awfully tired to do that," he said.

"Yeah, I guess I was," answered Andrew.

4. Discuss:

   - How did Andrew feel about Gerald's reaction?

5. Discuss reflective listening.

   - When someone identifies a speaker's feelings and restates it in his/her own words, it is called REFLECTIVE LISTENING.

6. Reread #3, asking students to identify Gerald's two reflective responses.
   ("Sounds like you've really had a rough day" and
   "You must have been awfully tired to do that")

7. Read the following, and brainstorm possible reflective responses.

   - Julie walked into the house and said to her dad, "Guess what? I'm going to be a varsity cheerleader next year!"

     Possible reflective responses:
     "Congratulations! You must be really proud of yourself."
     "Terrific! You sound really excited about that."

   - Elton hung up the phone just as his mom walked into the room. "Well, that's the last time I'm asking her out," he said.

     Possible reflective responses:
     "You sound disappointed that she said 'no.'"
     "It's not easy having someone turn you down."

   - Melissa and Carla were sitting together at lunch talking. Melissa said, "Well, it looks like my mom is going to get married again."

Possible reflective responses:
"You don't sound very excited about it."
"You seem really down about it."

- Henry was talking to his teacher advisor during the break period. His teacher asked him what his plans were for the winter break. Henry's face burst into a smile. "I'm going to visit my uncle in New York," he said.

  Possible reflective responses:
  "Sounds as if you're really looking forward to it."
  "You must enjoy being with your uncle."

8. Divide the class into dyads. Select one student to talk about his/her plans for the coming weekend, while the other student listens (using assertive non-verbal communication skills) and makes reflective responses.

   Allow 3-5 minutes for this activity, then switch roles.

closure

Discuss:
- How does it feel to know someone listened to you and understood what you said?
- Why is it helpful to use reflective listening?
  (it lets you know someone heard what you said
  " " " " " understood what you said
  " " " " " is interested in what you said)

transfer

Practice using reflective listening with your friends and family.

77

—PLUS—

Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 17

lesson objective* TO FURTHER DEVELOP ASSERTIVE COMMUNICATION SKILLS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE ASSERTIVE COMMUNICATION STATEMENTS.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY AN ASSERTIVE COMMUNICATION STATEMENT.

materials Scripts, Communication Review Sheet

activity

1. Distribute Communication Review Sheet and discuss.
2. Divide the class into dyads.
3. Pass out a script to each dyad.
4. Instruct the students to complete the scripts.

closure Ask students to role-play their script for the class and discuss.

transfer Notice the effect your assertive communication has on others.

* This lesson may be used in conjunction with Stress Management Lesson 21.

COMMUNICATION REVIEW SHEET

PASSIVE BEHAVIOR:	When someone does not exercise their Personal Rights. (*Daphne Doormat, Passive Patsy, Helpless Henry, Cowering Conrad*)
AGGRESSIVE BEHAVIOR:	When someone does not allow others to exercise their Personal Rights. (*Aggressive Arnold, Rude Rachel, Loud Lester, Bossy Betsy*)
ASSERTIVE BEHAVIOR:	When both parties are allowed to exercise their Personal Rights. (*Assertive Alison, Honest Andy, Considerate Connie, Direct David*)
I STATEMENTS:	An assertive way to express an opinion, thought, or feeling, without violating the Personal Rights of others. ("*I am glad you could go to the movies with me.*")
EMPATHIC ASSERTION:	An assertive technique that acknowledges the feelings of both parties. ("*I know you would like to stay up later tonight, but I have a responsibility to your parents to make sure that you get to bed on time.*")
ASSERTIVE REQUESTS:	Asking for something in an assertive way. ("*Mrs. Smith, I would like some help with this assignment. When would you have some time?*")
ASSERTIVE REFUSAL:	Saying "no" in an assertive way. ("*I'd really like to go to the movies with you, but I can't. I'm babysitting that night.*")
OPEN-ENDED QUESTION:	Begin with "where," "what," or "how" to ask a question that cannot be answered with just a "yes" or "no." ("*What other kinds of things do you like to do?*")
FREE INFORMATION:	Someone telling you something about his/herself without being ask. ("*I really like playing tennis in the morning and going to the beach in the afternoon during the summer.*")
SELF-DISCLOSURE:	Telling others about yourself. ("*I'm looking for a summer job. I'd like to work in a restaurant.*")
NON-VERBAL LISTENING SKILLS:	Using assertive eye contact, body posture, body movement, and facial expressions to let someone know you are listening and interested in what they have to say.
REFLECTIVE LISTENING:	Repeating in your own words what someone has said to you. ("*It sounds as though you are feeling unhappy.*")

SCRIPT #1

JENNY FITZPATRIC AND ANNE HINES, STRANGERS, BEGIN A CONVERSATION WHILE WAITING IN LINE FOR THE BUS.

JENNY: I hope this bus isn't as late as it was yesterday!

ANNE: ______________________________

JENNY: ______________________________

ANNE: ______________________________

JENNY: ______________________________

ANNE: ______________________________

SCRIPT #2

JOE ARRIVED AT WORK 15 MINUTES LATE. HE WENT INTO THE OFFICE TO APOLOGIZE AND EXPLAIN TO HIS BOSS, MS. GRANT. SHE WAS WAITING FOR JOE AND VERBALLY ATTACKED HIM BEFORE HE COULD SAY ONE WORD.

MS. GRANT: You kids are all alike! Totally irresponsible! If you want a job working here, you had better get yourself here on time!

JOE: ______________________________

____

MS. GRANT: ______________________________

JOE: ______________________________

MS. GRANT: ______________________________

JOE: ______________________________

SCRIPT #3

CLINT HAD BEEN PATIENTLY WAITING IN LINE TO PURCHASE A RECORD AT THE RECORD STORE. AS HE WAS LOOKING BEHIND HIMSELF, ANOTHER CUSTOMER STEPPED IN FRONT OF HIM. IN A WHINEY, MUMBLED VOICE, LOOKING AT THE FLOOR, CLINT SAID:

CLINT: I've been waiting here a long time.

CUSTOMER: ______________________________

CLINT: ______________________________

CUSTOMER: ______________________________

CLINT: ______________________________

CUSTOMER: ______________________________

SCRIPT # 4

SARAH'S PARENTS WERE AWAY FOR THE WEEKEND. THEY WERE TRUSTING SARAH TO TAKE CARE OF THE PETS, AND ABIDE BY THE SAME RULES AS IF THEY WERE THERE. HER FRIEND, ROSALIE, CAME OVER, SAT DOWN, AND PULLED TWO CANS OF BEER OUT OF HER PURSE.

SARAH: Rosalie, you can't drink that here.
ROSALIE: Why not? Your parents aren't home!
SARAH: ____________________
ROSALIE: ____________________
SARAH: ____________________
ROSALIE: ____________________

SCRIPT #5

LEWIS PIPER HAD ASKED BRAD IF HE COULD GO SKIING WITH THE PIPER FAMILY OVER MID-SEMESTER BREAK. BRAD SAID HE HAD TO CHECK WITH HIS FATHER. HE WAS SUPPOSED TO VISIT HIS DAD DURING HIS SCHOOL BREAKS. WHEN BRAD GOT HOME, HE CALLED HIS DAD.

BRAD: Hi, Dad. I've got something to ask you.
DAD: ____________________
BRAD: ____________________
DAD: ____________________
BRAD: ____________________
DAD: ____________________
BRAD: ____________________

SCRIPT #6

DARLENE AND HER STEPMOTHER DIDN'T GET ALONG. THEY JUST COULDN'T COMMUNICATE WITHOUT ARGUING. AFTER AN EXPLOSIVE ARGUMENT, DARLENE CALLED HER BOYFRIEND, CHIP, TO SHARE HER PROBLEMS.

DARLENE: Chip, I need to talk with you. I'm going crazy!
CHIP: ____________________
DARLENE: ____________________
CHIP: ____________________
DARLENE: ____________________
CHIP: ____________________

SOCIAL SKILLS

LESSON 18

lesson objective *	TO DEVELOP ABILITY TO RECEIVE COMPLIMENTS
behavioral objective	1. STUDENT WILL VERBALLY EXPRESS A REPLY TO THREE COMPLIMENTS. 2. GIVEN A LIST OF COMPLIMENTS, STUDENT WILL IDENTIFY A REPLY TO EACH.
materials	Compliment Sheets

activity

1. Discuss:

   - One of the benefits of being assertive and using good social skills is that we feel good about ourselves.
   - How does a passive person feel about herself/himself? (I'm not okay; inhibited; the underdog)
   - How does an aggressive person feel about herself/himself? (You're not okay; the underdog disguised in a monster outfit)
   - When we feel good about ourselves we are able to share with others and enjoy receiving compliments.
   - When you accept a compliment warmly, you compliment the person giving it to you, so that the person giving the compliment and the person receiving the compliment both feel good.
   - We show appreciation for a compliment by saying "thank you, that was very nice of you" or "thank you for sharing that with me."

* This lesson may be used in conjunction with Stress Management Lesson 15.

2. Read the following to the group:

   Ms. Strathers is a high school English teacher at Public School 142 in New York City. All of her students enjoy her class, even the students that do not always get high grades. The students like Ms. Strathers because she is fair and has no pets; is kind, patient, and understanding; interesting; makes learning fun; is firm, but not overly demanding; relates well to young people.

3. Brainstorm and list on the board compliments that the students at PS 142 could give to Ms. Strathers.

4. Role-play Ms. Strathers receiving compliments from several of her students.

5. Distribute the Compliment Sheet and have students complete.

closure Share Compliment Sheets and discuss.

transfer The next time someone gives you a compliment remember the good feelings it can bring.

COMPLIMENT SHEET

Nicholas has just finished the opening night performance of his high school play in which he has the lead. He is on the way home and runs into a few friends who have seen the play. Write three compliments that Nicholas' friends might say to him.

1. ______________________________
____
____
2. ______________________________
____
____
3. ______________________________
____
____
____

Jason, a budding artist, has just completed the prop designs for his class musical and is showing them to the director, Mr. Richards. Write three compliments that Mr. Richards might say to Jason.

1. ______________________________
____
____
2. ______________________________
____
____
3. ______________________________
____
____
____

Stacie, a high school sophomore, has just been awarded a blue ribbon for first prize in the Science Fair. Write three compliments Stacie might receive.

1. ______________________________
____
____
2. ______________________________
____
____
3. ______________________________
____
____
____

Victoria, a member of the high school swimming team, has just been voted the MVP award for the season by her peers. Write three compliments Victoria's peers might say to her.

1. ______________________________
____
____
2. ______________________________
____
____
3. ______________________________
____
____
____

SOCIAL SKILLS

LESSON 19

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF NEGATIVE ASSERTION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE STATEMENT OF NEGATIVE ASSERTION.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY THREE NEGATIVE ASSERTION STATEMENTS.

materials None

activity

1. Discuss:
    - Sometimes when we make an error or mistake, we are criticized. This criticism is called "valid criticism."
    - Acepting and agreeing with valid criticism about an error or mistake we have made is called NEGATIVE ASSERTION.
    - Rather than becoming involved in an argument over the criticism we can use negative assertion.
2. Read the following to the group (or have students read the story and scripts.)

SOCIAL SKILLS LESSON 19

THE HOMECOMING

Brian stood outside the ticket gate listening to the drum cadence of the high school marching band. He was glad he had told Dean to meet him 15 minutes before kickoff time. This was homecoming weekend and it seemed that hundreds of fans were pouring into the stadium and filling it to capacity.

Many of his friends waved and nodded as they hurried into the stadium, while Brian continued to check his watch. His friend was now ten minutes late. As he continued to wait he heard the crowd roar and knew that the game had started, his anxiousness turned to anger. Just as he was getting ready to enter the stadium by himself his friend Dean called to him.

DEAN: HEY, BRIAN! WAIT UP!
BRIAN: (in an angry tone) WHERE HAVE YOU BEEN?
DEAN: I CAN SEE YOU'RE UPSET, BUT MY MOM DIDN'T GET BACK WITH THE CAR. . .
BRIAN: (interrupting) I DON'T CARE ABOUT YOUR EXCUSES, DEAN! YOU'RE LATE! I'VE BEEN WAITING HERE A LONG TIME. WE AGREED TO MEET HERE EARLY SO WE COULD GET GOOD SEATS AND NOW WE'LL BE LUCKY IF THERE ARE ANY SEATS LEFT!
DEAN: I KNOW, BRIAN. I AM LATE. (negative assertion)
BRIAN: LATE ISN't THE WORD FOR YOU! YOU'LL PROBABLY BE LATE FOR YOUR OWN FUNERAL!
DEAN: YOU'RE RIGHT. I'M NOT MOVING IN THE FAST LANE TODAY. (negative assertion)
BRIAN: WELL, YOU'D BETTER GET OUT OF FIRST GEAR OR WE'LL MISS THE ENTIRE GAME.
DEAN: YEAH! YOU'RE RIGHT. I'M WORRIED ABOUT MISSING THE GAME TOO. LET'S GO. (negative assertion)

3. Brainstorm and list on board valid criticisms students often hear from family, friends, teachers, and others.

   Example: Can't you remember anything! How many times do I have to tell you! When you leave the refrigerator door open it lets all the cold air out!

   I can't believe how dumb you are! If you had just kept your mouth shut instead of talking back, the teacher would have let you go with us!

4. Role-play the valid criticisms listed on the board using negative assertion as a reply.

   Example: I can't believe I forgot to close the refrigerator door again! I must be losing what little mind I have left.

   I know. My mouth really gets me into trouble.

5. Review:

   - Negative assertion means accepting and agreeing with criticism about an error or mistake you have made. You let the other person know that you recognize the part of you that makes mistakes.

closure

Discuss:

- Why is negative assertion a good skill to use?
  (It helps us to deal with the situation through recognition and admittance of our errors without feeling guilt.)

transfer

The next time someone criticizes you about an error you have made respond using negative assertion.

SOCIAL SKILLS

LESSON 20

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF NEGATIVE INQUIRY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE NEGATIVE INQUIRY STATEMENTS.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY THREE NEGATIVE INQUIRY STATEMENTS.

materials Script

activity

1. Discuss:

   - Sometimes people tell us something they do not like about us. This criticism is called "negative criticism."
   - Negative criticism is really an opinion or judgment.
   - Opinion or judgment statements are neither right or wrong, true or false.
   - One way to help a person realize that their negative criticism is really an opinion/judgment is to use the technique of negative inquiry.
   - Responding to criticism by encouraging the person criticizing to give you more information is called NEGATIVE INQUIRY.

   Example: A friend tells you that your new haircut looks freaky.
   This is an opinion/judgment.
   Negative inquiry statements:
   "I don't understand. What is it about my new haircut that you don't like?"
   "Do you think it's too short? Too curly?"

"How about the color?"
"Is there anything else about my hair that you don't like?"

- Remember:

  Asking for more criticism is difficult.

  Asking for more criticism takes practice.

  Asking for more criticism is really only asking for more information about someone's opinion.

  Asking for more information may even be helpful to you.

2. Role-play the script.
3. Direct students to create a script similar to this script using negative inquiry.
4. Role-play scripts for class.

closure

Discuss:
- Scripts.
- Why negative inquiry is a good skill to use.

transfer

Practice using negative inquiry the next time someone criticizes you.

SCRIPT

JOYCE: Hi, Elaine! I just got these new shoes!

ELAINE: What are they, Vans? Where's the label?

JOYCE: There is no label. They're not Vans, either.

ELAINE: Not Vans? Gee, that's too bad!

JOYCE: Too bad? What is it about my shoes that you don't like? (negative inquiry)

ELAINE: Well, that color makes your feet look like gunboats.

JOYCE: What else don't you like about what I'm wearing? (negative inquiry)

ELAINE: Just look at your jeans. There's no label! Where's Sergio, Calvin, or Sasson?

JOYCE: Is there anything else about my outfit that you don't like? (negative inquiry)

ELAINE: Well, look at your blouse! It's the wrong color and style for you. Doesn't it bother you to be so out of it?

JOYCE: I don't understand. How is it I'm out of it? (negative inquiry)

ELAINE: Just look at your hair. Did you style it with an eggbeater?

JOYCE: What else about my hair don't you like? (negative inquiry)

ELAINE: Well, . . . Oh, forget it!

SOCIAL SKILLS

LESSON 21

lesson objective

TO INTRODUCE AND DEVELOP AWARENESS OF FOGGING AS A TECHNIQUE FOR DEALING WITH CRITICISM

behavioral objective

1. Student will verbally express two statements using the skill of fogging.
2. Given a list of statements, student will identify three fogging statements.

materials

Celebrity Response Sheet

activity

1. Read the following:

   Beth was rollerskating at the skating rink when she saw Cheryl, a classmate from high school. Beth skated over to Cheryl who said, "Hi! What happened to your hair? I've never seen it look so messy." Beth answered, "You're right. It is a bit messy, isn't it?" (FOGGING)
   Cheryl replied, "Yeah. It sure is. And I think you're losing your taste for clothes, too!"
   Beth smiled and said, "You could be right. Coordinating clothes isn't one of my specialities." (FOGGING)
   Cheryl responded, "You must not come here very often. You really are a klutzy skater."
   Beth laughed and said, "Yeah, that's true. I could be a lot more graceful!" (FOGGING)

2. Introduce the following:

   FOGGING: agreeing with the part of the criticism that may be factual without agreeing with the part that is the criticizer's opinion

   Fogging: helps the person being criticized to:
   - listen to exactly what the criticizer says, not what is implied
   - remain calm without becoming defensive

- think in terms of possibilities, not absolutes

3. Reread number one, having students identify the three fogging statements.

4. Distribute the Celebrity Response sheets, directing students to help the celebrities respond to public criticism using fogging statements.

closure

Discuss:
- What are some of the advantages to using fogging?
- How do you think the criticizer will respond after you use fogging?

transfer

Practice using fogging the next time someone criticizes you.

CELEBRITY RESPONSE SHEET

The Nosey News Magazine has published the following critical statements. Help each celebrity respond in a non-defensive way using the skill of fogging.

1. MARIE OSMOND: Your teeth are so big they belong on a Cheshire cat!

FOGGING RESPONSE: ______________________________

2. BURT REYONDS: You could carpet the White House will all the money you've spent on hair transplants to get that rug on your head!

FOGGING RESPONSE: ______________________________

3. KLINGER (MASH): That dress looks like you stole it from Goodwill!

FOGGING RESPONSE: ______________________________

4. ELTON JOHN: Anybody who has been writing music as badly as you have lately, should have retired five years ago.

FOGGING RESPONSE: ______________________________

5. SYLVESTER STALLONE: If you could really act you could make another kind of of movie besides Rocky IV, Rocky V, Rocky VI, etc.!

FOGGING RESPONSE: ______________________________

6. MR. SPOCK (STAR TREK): You remind me of my Doberman. Did you go to the vet to get your ears clipped, too?

FOGGING RESPONSE: ______________________________

7. FARRAH FAWCETT: Does your hair dresser use egg beaters when he does your hair?

FOGGING RESPONSE: ______________________________

8. ANNIE: Is your hair like that naturally or do you have to stick your finger in a light socket every morning?

FOGGING RESPONSE: ______________________________

9. JOHNNY CARSON: Your monologues remind me of a drought--dry and lifeless!

FOGGING RESPONSE: ______________________________

10. PETE ROSE: Maybe you should hang up the glove. You're getting older, but you're not getting better.

FOGGING RESPONSE: ______________________________

CELEBRITY RESPONSE SHEET

11. BROOKE SHIELDS: It's a good thing you're so pretty cause you sure can't act!

FOGGING RESPONSE: ______________________________

12. R2D2: You must ask for extra wax when you go through the car wash.

FOGGING RESPONSE: ______________________________

Write your own Celebrity Criticism and Celebrity Response.

13. ____________: ______________________________

FOGGING RESPONSE: ______________________________

14. ____________: ______________________________

FOGGING RESPONSE: ______________________________

15. ____________: ______________________________

FOGGING RESPONSE: ______________________________

SOCIAL SKILLS

LESSON 22

lesson objective

TO INTRODUCE AND DEVELOP AWARENESS OF IGNORING AND MIRRORING TECHNIQUES FOR DEALING WITH CRITICISM

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO STATEMENTS USING THE SKILL OF MIRRORING.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY THREE MIRRORING STATEMENTS.

materials

Scripts

activity

1. Distribute scripts one and two.

   Have students role-play these scripts.

2. Discuss:

   - Cheryl and Harriet like to tell people what to do.
   - What words/phrases did they usually use to tell people what to do?
     (should, ought, have to)
   - What reaction did they get?
     (Arnold--agressive; Patsy--passive)
   - How did Cheryl and Harriet respond?
     (they continued telling them what to do)

3. Introduce the following techniques:

   These are techniques which an assertive person may use when someone tells them what they should, ought, or have to do or feel.

IGNORING:	overlooking statements that imply you should, ought, or have to do something.
MIRRORING:	restating what has just been said when someone tells you you should, ought, or have to do something

4. Distribute script number three.

   Role-play this script.

5. Discuss:

   - How the assertive reaction differs from the aggressive and passive reactions.

   - How Oliver Ought-To responded to assertive David.

closure

Discuss:
- The advantages of using mirroring and ignoring.
- When it is not always in your best interest to use assertive techniques such as mirroring and ignoring. (with authority figures--parents, teachers, employers--depending upon the situation)

transfer

Practice using ignoring and mirroring when people tell you you should, ought, or have to do something. Notice when these techniques work best for you.

SCRIPT 1

Cheryl Should and Aggressive Arnold are decorating the high school gym for the spring formal dance. As usual, Cherly Should is "shoulding" on everybody.

CHERYL: Arnold, you're doing it wrong! You should have listened to what I said! You should have hung the blue streamer over there--not the yellow!

ARNOLD: Drop dead, Cheryl. This looks fine.

CHERYL: It doesn't look fine, Arnold. It looks hideous! You have to take it down right now.

ARNOLD: I don't have to do anything you say! Change it yourself!

CHERYL: If you want to be on this committee, you have to do the job the right way or not do it at all!

ARNOLD: (pulling the streamer down)

I quit your stupid committee! Only slaves work for dictators!

SCRIPT 2

Harriet Have-To and Passive Patsy are talking about what to wear to the football game Friday night.

HARRIET: Patsy, you have to wear blue pants and a yellow Izod shirt with blue and gold ribbons in your hair.

PATSY: I'm not sure I have a yellow Izod shirt. Can I wear my light blue one?

HARRIET: No! We all agreed we'd wear yellow. You'll just have to go out and buy one.

PATSY: Maybe I can borrow one.

HARRIET: Who're you going to borrow from? Everybody is wearing their's Friday night.

PATSY: Well, I guess I better figure out a way to buy one then.

HARRIET: You have to do something fast. The game is in two days!

PLUS

SCRIPT 3

Oliver Ought-To and Direct David are at a party at a friend's house. There are no adults at home.

OLIVER: David, come here. This grass is great! You ought to try some.

DAVID: You think I ought to try some grass. (mirroring)

OLIVER: Yeah, man! You really should! Stuff this good only comes once in a lifetime.

DAVID: So you think this stuff is really good. (mirroring)

OLIVER: Sure is! (hands it to David)
Here you go, Pal!

DAVID: (Doesn't accept what Oliver is handing him) (ignoring)
Boy, they're sure playing good music.

OLIVER: It could sound even better to you, but you have to have some of this stuff first.

DAVID: (walking away)
I'm going to talk to Joe. I'll see you later, Oliver.

SOCIAL SKILLS

LESSON 23

lesson objective

TO FURTHER DEVELOP UNDERSTANDING AND ABILITY TO USE THE TECHNIQUES OF IGNORING AND MIRRORING

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO STATEMENTS USING THE SKILL OF MIRRORING.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY TWO MIRRORING STATEMENTS.

materials

magazines; glue; scissors; poster board/construction paper

activity

1. Review concepts of mirroring and ignoring from Social Skills Lesson 22.
2. Divide students into dyads.
3. Distribute materials and instruct students to:
    - Cut out an advertisement from a magazine.
    - Create a "mini-billboard" to advertize their product.
    - Write a commerical having one person selling the product using "shoulds, oughts, and have tos" while the second person responds to the "sales pitch" using the techniques of mirroring and ignoring.
4. Ask students to role-play their commericals for the class.

transfer

Discuss:
- The effects of ignoring and mirroring in responding to a sales pitch.
- Other situations when ignoring and mirroring would be effective.

closure

The next time you are watching a TV commerical answer back using mirroring and ignoring.

SOCIAL SKILLS

LESSON 24

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF BROKEN RECORD AS A TECHNIQUE FOR DEALING WITH CRITICISM

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO STATEMENTS USING THE SKILL OF BROKEN RECORD.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY TWO BROKEN RECORD STATEMENTS.

materials Script--BROKEN RECORD/LOST ALBUM

activity

1. Read the following to the group:
    - Sometimes when we have to deal with people, they do not want to deal with us. They become evasive, manipulative, and try to make us feel guilty.
2. Introduce the following:

    BROKEN RECORD: repeating what you want over and over in a relaxed, calm voice.
3. Role-play BROKEN RECORD/LOST ALBUM script.
4. As a class write a short script using the broken record technique for the following situations:
    - Assertive Allison's hairdresser trying to talk Allison into getting her hair cut really short for the summer.
    - Direct David returning a defective basketball to the sports store where he purchased it.

closure

Discuss:
- When to use the technique of broken record.
  (when your rights are being violated;
  Caution: as with all assertive skills, there are times when it may not be to your own advantage to use broken record.)
- Situations when you would not use broken record.
  (with teachers, parents, authority figures)
- Situations when you would use broken record.
  (in a store or restaurant; when someone is trying to sell you something; anytime you're purchasing something)

transfer

While watching TV, notice situations that would be appropriate to use the broken record technique.

BROKEN RECORD/LOST ALBUM

CHARACTERS: NARRATOR, CLERK, KIM, ASSISTANT MANAGER

Preface: Sometimes when we have to deal with people, they do not want to deal with us. They become evasive, manipulative, and try to make us feel guilty.

NARRATOR: After purchasing three new albums, Kim got home and realized that there were only two albums in her shopping bag. She promptly went back to the record store and spoke with the clerk about the missing album.

CLERK: May I help you?

KIM: Yes, I was here this earlier this afternoon and bought three albums. When I got home, I found one album was missing. I want the missing album.

CLERK: Are you sure you bought three albums?

KIM: Yes. I want the album.

CLERK: I don't think I can do anything about that.

KIM: I understand how you might think that but I want my album.

CLERK: Do you have your sales receipt?

KIM: (hands receipt to clerk)
Yes, here it is. You rang up my purchase. I want my album.

CLERK: The manager will take care of it.
(Calls manager on store phone)
You'll have to wait until Monday. The manager is in a meeting right now.

KIM: I would like to see the manager now. I want my album today.

CLERK: Just a minute. I'll try to find the assistant manager.

(the assistant manager appears)

ASSISTANT MANAGER: What can I do for you?

KIM: I purchased three records, but only two of them were placed in my shopping bag. I want my other record.

ASSISTANT MANAGER: Usually when people lose purchases they later find them. Perhaps if you wait a few days your record will show up.

PLUS

KIM: I didn't misplace my album. It wasn't put in my bag. I want my album.

ASSISTANT MANAGER: We close in five minutes, and there is nothing I can do for you today.

KIM: I want my record today.

ASSISTANT MANAGER: I can't do anything about your album.

KIM: Who can do something about it?

ASSISTANT MANAGER: The manager, but he's in a meeting. He's a very busy person.

KIM: I understand he's a very busy person. So am I. However, I want my album today.

ASSISTANT MANAGER: (Walks to the back of the store and gets on the phone. After a few minutes, he hangs up the phone and walks back to Kim.)

I'm very sorry this happened to you. Which album was it? I'll go get it for you right now.

KIM: Thank you.

PLUS

SOCIAL SKILLS

LESSON 25

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF A WORKABLE COMPROMISE

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO SITUATIONS ILLUSTRATING A WORKABLE COMPROMISE.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY A WORKABLE COMPROMISE.

materials Conflict Situations Sheet

activity

1. Read the following aloud:

Considerate Connie was looking forward to an evening at the movies with her boyfriend Honest Andy. Andy had promised to take her to see a new science fiction film. He arrived at her house very excited because his boss had given him two tickets to a baseball game. He was anxious to tell Connie about the change in their plans.

"Connie, guess what?" asked Andy. "My boss gave me two free tickets for tonight's baseball game."

"That's neat, Andy," replied Connie, "but I was really looking forward to seeing that new film."

"I know," said Andy. "I promised to take you to see a movie, but the tickets are only for tonight's game. How about a compromise? We can go to the baseball game tonight, and I'll take you to see that science fiction movie tomorrow night. How does that sound?"

---

* This lesson may be used in conjunction with Stress Management Lesson 19.

"That sounds fine, Andy," smiled Connie. "I really enjoy going to baseball games, too."

2. Introduce the following concept:

   WORKABLE COMPROMISE: When two assertive people settle a conflict by mutual agreement.

3. Discuss:

   - What compromise did Connie make?
   - What compromise did Andy make?
   - Compromises for conflict that arise in the classroom. (two students want to play the same game--only one can; two students want to sit in the same seat)

4. Divide the class into dyads.

5. Distribute a Conflict Situation to each dyad.

6. Instruct students to write a short script illustrating two characters compromising.

closure

Share scripts and discuss differences and similarities of the compromises.

transfer

The next time you find yourself in a conflict situation think about how a compromise might help you.

CONFLICT SITUATIONS

1. Darrell and his brother Michael are responsible for many chores. This week Darrell is responsible for clearing the table after dinner. However, one night he needed to go to a friend's house to work on a special project.

2. Margaret and Valerie are sisters. They wear the same size clothes and frequently pool their allowances to buy new clothes. One evening they both wanted to wear the same outfit.

3. Jack and Gregg are cousins who live a block apart. They both worked and saved their money to buy a car together. Without realizing it, they both arranged dates on the same night and both expected to use the car.

4. Janet was babysitting the Gibson's four children. At dessert time everyone wanted ice cream. However, there was only enough for one cone.

5. The Marshall family was trying to decide where to go for the summer vacation. Karen, the oldest, voted for a beach house where she could surf. Stacey, her younger sister, wanted to go camping. Kevin, the youngest, wanted to go to a lake in the mountains so he could learn to waterski. The parents were leaving this decision up to the kids.

6. Cindy and her brother Stephen were pooling their money to buy their mom a birthday present. Stephen, who worked, was contributing $10.00 and wanted to buy jewelry. Cindy had only $7.00 to contribute and wanted to buy her mom cologne.

—PLUS—

Promoting Learning & Understanding of Self

SOCIAL SKILLS

LESSON 26

lesson objective*

TO INTRODUCE AND DEVELOP AWARENESS OF SKILLS TO DEAL WITH BEING ANGRY AND THE ANGER OF OTHERS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE WAYS TO EXPRESS ANGER.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY THREE ASSERTIVE EXPRESSIONS OF ANGER FOR EACH.

materials

Scripts

activity

1. Discuss:

    - Anger is a natural feeling we all experience and need to express.

    - How we choose to express our anger affects us and others.

2. Role-play scripts one and two and discuss.

    - How would you describe Leslie's behavior? (passive, non-assertive)
    - How did Leslie express her anger? (indirectly, dishonestly)
    - Would the situation be likely to improve or change? (probably not because Liz did not know what was wrong)
    - How would you describe Daniel's behavior? (aggressive, non-assertive)
    - How did Daniel express his anger? (by threatening, attacking, humiliating)
    - Would the situation improve or change? (possibly, but only in a destructive way)

* This lesson may be used in conjunction with Stress Management Lesson 20.

3. Discuss how to express anger assertively:

   - Calm down: your anger will be expressed most effectively if you are thinking clearly.

   - Use empathic assertion: by showing you understand others' feelings and opinions they are more likely to try to understand your feelings and opinions.

   - Use "I" statements: to express your feelings, thoughts, and opinions.

4. Role-play script three.

5. Discuss:

   - The assertive technique Arthur used.
   - How expressing anger assertively is constructive. (It clears the air and leads to a greater understanding of the limits of both parties.)

6. Brainstorm and list on the board situations where students find themselves becoming angry and have trouble expressing their anger.

7. Role-play how students could respond assertively to these situations using "I" messages and empathic assertion.

closure

Discuss:
- Why it is important to express anger. (holding anger in is unhealthy and can be harmful to the body, causing heart attacks, ulcers, headaches, nervous tension, high blood pressure)

transfer

The next time you find yourself feeling angry, take a deep breath and respond assertively and use empathic assertion and an "I" statement.

SCRIPT 1

When Leslie got home, she walked into her room to put away her things. She opened the door and stepped back in shock. When she had left that morning, the room was neat and clean. She cleaned up the mess and then called her friend on the phone.

LESLIE: Julie! You can't believe what I just spent the the last hour doing!

JULIE: What?

LESLIE: I just finished cleaning up after my pig pen sister for the second time today. What did I ever do to get stuck with a creep like that anyway?

JULIE: I'm glad she's not my sister! Why don't you make her clean up the room? She messes it up!

LESLIE'S SISTER, LIZ, WALKS INTO THE ROOM

LIZ: Hi, Les! Who are you talking to?

LESLIE: Whoops! I've got to go now. Talk to you later. (she hangs up phone)

LIZ: What's up?

LESLIE: Nothing. (rudely)

JULIE: How was band practice today?

LESLIE: Fine.

JULIE: Is there something bothering you?

LESLIE: No. Nothing that you would be interested in hearing.

SCRIPT 2

Daniel lent three albums to his friend Todd. When he got them back, two of them had scratches and one was warped.

DANIEL: (Grabbing Todd by the arm)
You jerk! You owe me money!

TODD: What for?

DANIEL: For the albums you borrowed. They came back scratched and warped. That's the last time you're ever borrowing anything of mine!

TODD: What do you mean? I didn't scratch them.

DANIEL: You sure did, you dork! I take care of my records. You better pay up right now.

TODD: I don't have any money. I didn't do it anyway!

DANIEL: (Holding up a fist)
If you want to live past tomorrow, I better get that money the first thing tomorrow morning.

—PLUS—

SCRIPT 3

Nelly Nerd and assertive Arthur were working on a science project together. It counted for one-third of their science grade and would be entered in the science fair.

ARTHUR: Nelly, Have you bought the supplies for your part of the project yet?

NELLY: Ah, no. I haven't been able to get to the hardware store.

ARTHUR: I offered to drive you the other day. I can give you a ride tomorrow.

NELLY: No, that's okay. My mom promised she'd take me today.

FIVE DAYS LATER

ARTHUR: Nelly, are you ready to work on our science project this afternoon?

NELLY: Well. . .not quite. Probably by tomorrow.

ARTHUR: Do you have your supplies yet?

NELLY: Just about. They didn't have some of the things I needed.

ARTHUR: (taking a deep breath)
I realize it has been difficult for you to get to the store. But I feel I've been very generous. I have offered to drive you and have given you lots of extra time.

NELLY: I told you I'll do it and I will.

ARTHUR: I don't feel it's fair to me when you don't keep your part our our bargain. It puts me behind schedule.

NELLY: It's no big deal, Arthur! I'll have everything tomorrow.

ARTHUR: I enjoy working with you, Nelly, but for this project I feel it will be best if we each work on our own.

PLUS

Section II

PLUS

Problem Solving

The following section teaches problem solving skills for the development of appropriate positive thoughts and actions in the high school student. Many of the techniques have been coordinated with lessons in the Stress Management section to further develop comprehension and understanding of concepts. It is suggested that the notes regarding the Problem Solving section be read before implementing these activities in your classroom.

BEST COPY AVAILABLE

DIRECTIONS FOR IMPLEMENTATION OF PROBLEM SOLVING LESSONS

The following offers some important notes for teachers about using problem solving strategies with students.

1. Recognize the strengths and limits of the students. Some of the concepts may require more time than is allotted in the lesson plan. Observing student needs and remaining flexible in lesson planning will benefit students.
2. Looking at specific problem solving strategies is exciting and frequently threatening because it suggests a change in current behaviors. Understanding this and providing discussion time will help students in relating concepts to their own lives. Sharing personal experiences about yourself or others may help students to better understand new concepts.
3. Provide frequent encouragement to students when a successful grasp of concepts is evidenced (word of praise, smile, eye contact, singled out in front of group positively).
4. Utilizing humor when explaining situations, examples, or new ideas may be just the key to opening students' needs to a new concept. Allowing students to share their own experiences in a humorous way is helpful in making students feel comfortable.
5. Involve the students' other teachers whenever possible so that they can reinforce the skills in their classes. They may also provide vital feedback as to the students' progress in utilizing problem solving methods.
6. The behavior techniques in Problem Solving Lesson 3 are optional. Evaluating the students will help you in determining the structure needed.

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Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 1

lesson objective

TO DEVELOP AWARENESS OF AGREEMENTS AND THEIR CONSEQUENCES

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS ONE POSITIVE AND ONE NEGATIVE CONSEQUENCE TO THREE AGREEMENTS.
2. GIVEN A LIST OF AGREEMENTS, STUDENT WILL IDENTIFY ONE POSITIVE AND ONE NEGATIVE CONSEQUENCE OF EACH.

materials

activity

1. Discuss and list on board definitions of AGREEMENT
2. Discuss agreement

   AGREEMENTS: Rules or behaviors which are expected of someone.

3. How do agreements apply to the following examples? (Positive and negative)
   - Driving a car (license, traffic rules)
   - Going to school (number of days in school, tests, etc.)
   - Going out on a date (relationship rules and agreements with date/parents)
4. What would happen if the following agreements were broken?
   - Not stopping at a red light (ticket, may lose driving privileges)
   - Not going to school (consequences of learning, legal consequences, application for jobs)
   - Not getting home on time (consequence from mom or dad or guardian, tired, etc.)
5. Have students read STORY, preferably aloud.

PROBLEM SOLVING LESSON 1

STORY: The Surfboard

John sat slumped on the living room couch listening to his favorite music. Today he was hardly aware of the sounds from his stereo. All he could think about was his surfboard. Stolen! How could anyone steal his surfboard! It had taken him a long time to save up for the board working on and off for six months until FINALLY, it was his. He had only had it for a few weeks, had carefully waxed it and had taken it surfing every Saturday and Sunday. He felt the loss like a pit in his stomach. It would take so long to earn the money for a new one!

The ringing phone jarred him from his thoughts. It was his friend, Tony.

"Hi, John, say...Matt told me about your board. Sorry, that must be rough."

"You can say that again! I can't believe that Matt left it outside his garage! We had an agreement that if he borrowed it he would keep it LOCKED INSIDE his Dad's garage. I don't know what I'll do if I see that guy again! That board cost me my life's savings."

"I know you must miss the surfboard, John, but Matt didn't do it on purpose. It was an accident."

"That's the last, and I mean the LAST time I ever let anyone borrow anything of mine. And it's the last time I speak to Matt. If he comes around here he'll find himself flatter than my surfboard. I gotta go. See ya later."

John hung up the phone and got a soft drink from the refrigerator. The doorbell rang.

"Who can it be now?" he wondered, angrily. Opening the door he saw Matt standing there, his face red.

"Oh, it's YOU. What do you want? Something else of mine to lose?"

Looking miserable Matt answered, "I know saying I'm sorry won't help much."

"You're right about that. You jerk! You promised me you wouldn't leave the board ANYWHERE. Why didn't you put it away? Don't you ever keep an agreement?"

"I know you probably don't trust me anymore," said Matt, "or want to see me."

"That would probably be best for your health...you know how long it took me to save up for that board?"

Matt looked at him. "Probably a long time, and that's why I'm here. I brought my savings from the bank. Not much, only $50. Please take it. And I'm going to make one more agreement with you. I'm going to give you $10 a week until the board is paid off. I learned a hard lesson."

John looked at the $50. "Well, O.K., I hope you CAN KEEP this agreement."

"You know, John, I felt bad about losing the board. I just forgot and left it outside my garage. More than that, though, I feel crummy about losing our friendship. We've been friends since junior high. Maybe after I pay you back for the board, we can still do things together?"

"That's a promise I can't keep just yet...but I'll work on it."

6. Discuss the agreements in the Story, using the following questions as a guide.
    1. What was the agreement that John and Matt had? (Matt could borrow the surfboard as long as he kept it locked in the garage when it was not in use.)
    2. Was the agreement kept? (No)
    3. What was the consequence of Matt not keeping his end of the agreement? (Loss of sufboard, loss of money, maybe loss of friend.)
    4. What did Matt feel about the consequences of not keeping his agreement? (Angry with person who stole the board, angry with himself, sad, frustrated and upset, having to give his money to John, hopeful at the end that he might save his friendship.)
    5. What did John feel toward Matt when he did not keep his agreement? (Angry, depressed)
    6. Do you think Matt will keep his agreement to pay back John? (Why or why not?)
7. Introduction to types of consequences.
    - A. Positive consequences

      Example: A pay raise is a positive consequence for doing a good job.
    - B. Negative consequences

      Example: Getting fired is a negative consequence for being constantly late for work.

closure

Discuss how people can keep from breaking agreements. (Make sure you can keep the agreement to begin with; that it is possible. Might need to remind yourself with note. Think through consequences before making agreements.)

transfer

Notice agreements you make and the consequences. What could you do differently (if anything) to change the consequences?

PROBLEM SOLVING

LESSON 2

lesson objective * TO DEVELOP AWARENESS OF AGREEMENTS AND THEIR CONSEQUENCES

behavioral objective 1. STUDENT WILL VERBALLY EXPRESS ONE POSITIVE AND ONE NEGATIVE CONSEQUENCE OF EACH.

materials

activity

1. Discuss and list on board definitions of Agreement learned in Lesson 1
(rules or behavior expected by someone)
(an understanding or arrangement between two or more people)
2. Read the following story to the class.

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* This lesson may be used in conjunction with Stress Management Lesson #22

PROBLEM SOLVING LESSON 2

STORY #1

On Friday afternoon Joanie stretched out on the couch. She wanted to relax and listen to the radio for a while. She had just shut her eyes when the telephone rang. She answered the phone, and it was her girlfriend, Rene.

"Hi, Joanie. What are you up to?" asked Rene

"Oh not much--just relaxing before I have to go over to the Sanchez' home to babysit. You know I babysit Kurt and Louie every Friday night, while Mr. and Mrs. Sanchez go out to dinner," answered Joanie.

"Oh, no, you can't!" wailed Rene. "Not tonight! Do you remember my cousin Steve from San Diego? You know, the one you met last summer at the beach party?"

"Sure, Who could forget?" remembered Joanie.

"Well, his school is out for the summer, and he is here visiting my family for the weekend. He really wants to see you again. My dad gave us tickets for tonight's Angel game. I've already asked Toby to go with me, so you have to go as Steve's date," Rene insisted.

"Oh, I can't believe this! What crummy timing," Joanie complained. "I would love to go, but what would I do about the Sanchez'?"

"Forget them!" Rene insisted. "They can get someone else. Don't blow this chance!"

"Sorry, Rene. I can't. I told them I would be there. It's too late for them to get someone else," Joanie said firmly. "Ask someone else. But tell Steve to call me some time--WITH MORE NOTICE!" Joanie sighed and hung up the phone.

A few weeks later on Saturday morning the phone rang. Joanie answered.

"Hello," Joanie said.

"Hi, Joanie. This is Mrs. Sanchez. I wanted to tell you that I recommended you to Mrs. Baker and to Mrs. Johnson to babysit their children every Tuesday night for the rest of the summer. They are going to be taking sailing lessons. I told them what a good, reliable babysitter you are, and that you have never cancelled on me at the last minute. Is that okay?" Mrs. Sanchez asked.

"That's great! With that extra money I'll be able to buy that new stereo turntable I've been wanting. Thanks a lot!" Joanie replied excitedly.

3. Discuss the agreements in Story #1, using the following questions as a guide:

   Q. What were the agreements?
   A. Joanie had an agreement to babysit the Sanchez children.

   Q. Were the agreements kept?
   A. Even though Joanie had the opportunity to go out on a date she DID keep her agreement.

   Q. How did the characters feel when the agreements were kept?
   A. Joanie might have felt disappointed that she did not go out on the date, however she did not feel guilty because she did not break her agreement with Mrs. Sanchez.

   Q. What happened as a result of the agreements being kept?
   A. Joanie was recommended to babysit for another family. She would have another job and earn more money.

4. Read Story #2 to the class (or have a student read it).

PROBLEM SOLVING LESSON 2

STORY #2

Jeff had finally done it. He had gotten his sister to agree to drive him to the beach this Saturday to go body surfing. It hadn't been easy, either. Ronda had just moved into her apartment at college and she acted as if spending time with her younger brother was a waste of time! Ronda told him that if he rode his bike to her apartment by 8:30 a.m. Saturday morning, she would drive--but no later! She had her own things to do!

BUZZZZZZZ! Jeff rolled over in bed and looked at the clock. It was 7:45. "Ugh," he moaned to himself. "No one in his right mind gets up on Saturday morning this early. I'm going to go back to sleep. Ronda will wait awhile. I bet she's not awake, either." Jeff rolled over and fell back to sleep.

At 9:30 Jeff rode up to Ronda's apartment. It was going to be a beautiful day, and he couldn't wait to get to the beach. He ran up the aprtment stairs and knocked on the door. No one answered. He knocked again, harder. The door finally opened, and Ronda's roommate, Rochelle, answered. "Oh, hi, Jeff," Rochelle said sleepily. "Why did you wake me up?"

"Sorry. Where's Ronda? She's supposed to take me to the beach today."

"I don't think she is here," Rochelle answered.

Jeff looked at the coffee table and saw a note addressed to him. He read the note aloud.

> *Jeff:*
> *I meant what I said about being here on time.*
> *Maybe you'll learn one of these days that the*
> *world doesn't rotate around you!*
>
> *Ronda*

122

5. Discuss the agreements in Story #2, using the following questions as a guide:

    1. What was the agreement?
    Jeff's sister, Ronda, told him if he rode his bike to her apartment by 8:30 a.m. Saturday morning, she would drive him to the beach--but not later!
    2. Was the agreement kept?
    Jeff did not want to get up that early, so he went back to sleep and did not keep his end of the bargain.
    3. How did the characters feel when the agreements were not kept?
    Probably angry. Ronda's note let Jeff know she was upset and Jeff had been looking forward to going; he was probably frustrated and upset, with himself and his sister.
    4. What happened as a result of the agreement not being kept?
    Jeff's sister left without him. He was unable to go to the beach. His sister might be unwilling to make another agreement with him.

closure

As a group, list on a board or paper what positive and negative consequences might happen with the following situations:

What might happen as a result of NOT keeping the following agreements?

1. Promising to call a friend at a certain time; then choosing not to call.
2. Making an agreement with a parent to do well on an exam, then not studying.
3. Making an agreement with a teacher to attend class to receive credit, then staying home.

What might happen as a result of KEEPING the following agreements?

1. Making an agreement to complete a term paper over the weekend and finishing it on time.
2. Making an agreement to call a friend for a date and and making the call.
3. Making an agreement with a teacher to attend class and following through.

transfer

Pay attention to three agreements you make with other during the week.
Notice if you choose to keep the agreements or not keep the agreements. Remember, it is your CHOICE!
Note what happens as a result of your keeping agreements.
Pay attention to your feelings as a result of keeping/not keeping agreements.

PLUS
Promoting Learning & Understanding of Self

LESSON 3

lesson objective * TO IDENTIFY COMMON FEELINGS GENERATED BY THOUGHTS AND BELIEFS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS FOUR POSITIVE AND FOUR NEGATIVE FEELING WORDS.
2. GIVEN A LIST OF FEELING WORDS, STUDENT WILL MATCH EACH WORD TO ITS PROPER DEFINITION.

materials Feeling Word Worksheet

activity

1. Read the following story to the class.

Yoshi slammed his locker shut and quickly looked down at his feet. His heart was pounding like a drum as Leslie walked by.

"Gosh, I'd really like to get to know her," Yoshi said to himself. "But I don't know how. Every time I see her I want to run and hide."

As Leslie walked by she looked at Yoshi and smiled. She started to say hi, but when Yoshi looked away, she was embarrassed and said to her friend Angie, "I wonder why he never talks to me? Even now, he didn't even say hi."

"I don't know," said Angie. "Stuck-up, I guess. He's probably got a girlfriend at another school. I wouldn't waste your time on him."

"You think so?" replied Leslie. "I don't think he likes me. He probably thinks I'm a real dog. I was going to ask him to come to my birthday party next week. You know, as my date. I guess I'll have to ask someone else."

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* This lesson may be used in Conjunction with Stress Management Lesson #23.

2. Discuss the story with the class, using the following questions:

   - How might Yoshi be feeling?
     (embarrassed, scared, shy, angry at himself, dumb,etc)
   - How might Leslie be feeling?
     (hurt, embarrassed, jealous, unhappy)
   - How might Yoshi feel if he knew Leslie had been going to ask him to a party?
   - How might Yoshi feel if he knew she was going to ask him, but instead asked someone else because of the reasons listed in the story?

3. Discuss the following concepts.

   - People experience feelings everyday.
   - Often people are not aware of their feelings.
   - Feelings can change constantly.
     (For example: one minute a student may be walking down the hallway feeling happy and excited, then a few minutes later he/she could be sitting on the lawn at lunchtime feeling depressed.)
   - Not understanding our feelings is frustrating and causes us to feel out of control.

4. Invite students to fill out FEELING SHEET.
   (Directions: On the following sheet you will see a list of feelings. Beside each feeling is a space marked circumstance. Write a short description of a situation that might bring about the feeling above it, real or imagined.)

Examples:	FEELING	CIRCUMSTANCE
	Happy	16th birthday party
	Sad	Dog hit by car, having no friends,
	Frustrated	Too much homework

5. When students are finished, list 10 feeling words on the board and ask students to share their ideas and situations.

closure

To summarize, discuss:
- Many people have similar feelings.
- Many feelings are based upon things that happen to a person; i.e., there are reasons for our feelings.
- Feelings can change rapidly.

transfer

Tonight observe the main character of a show on TV. Write down five feelings the main character feels during the show and what the circumstance is, and bring the list to the next class meeting.

PROBLEM SOLVING LESSON 3

FEELING SHEET

BELOW IS A LIST OF FEELINGS, BESIDE EACH FEELING IS A PLACE FOR THE CIRCUMSTANCE. WRITE A SHORT DESCRIPTION OF WHAT SITUATION MIGHT BRING ABOUT THE PARTICULAR FEELING. FOR EXAMPLE: FEELING: Happiness CIRCUMSTANCE: 16th Birthday Party

FEELING	CIRCUMSTANCE
ANGER	
EMBARRASSMENT	
FRIGHTENED	
SHY	
DEPRESSED	
NERVOUS	
TERRIFIED	
WORRIED	
LOVING	
EXCITED	
ASHAMED	
CONFIDENT	

FEELING SHEET

FEELING	CIRCUMSTANCE
DISAPPOINTED	
FURIOUS	
GLAD	
DISGUSTED	
FRUSTRATED	
SAD	
CONFUSED	
HURT	
IMPATIENT	
JEALOUS	
PROUD	
SATISFIED	
STUBBORN	
UPSET	
WORTHLESS	
ANNOYED	

—PLUS—

Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 4

lesson objective

TO INTRODUCE AND DEVELOP AWARENESS OF DIFFERENCES IN FEELINGS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE FEELINGS FOR ONE SITUATION.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY THREE FEELINGS FOR EACH.

materials

None

activity

1. Read the following:

Diana sat in her math class, biting her lip and struggling with her math exam. The door to the classroom opened and a secretary from the office handed Diana's teacher, Mr. Morris, a note. The secretary stayed and talked with Mr. Morris for a few minutes. Most of the class members (including Diana) watched, interested. Mr. Morris motioned for Diana to come up to his desk. After talking with her he handed Diana the note. As Diana was heading toward the door to leave the classroom, she burst into tears and ran.

Diana's classmates, watching her, felt different emotions:

Ann Marie felt worried.
Keith was disgusted.
Dane felt depressed and sad.
Laurie felt relief.

2. Discuss

- How the same event often triggers very different emotional responses (feelings) in different people.

EXAMPLES: Ann Marie was worried because she thought Diana was in big trouble at the office.

Keith felt disgusted because he thinks people should hold their emotions in and not show them in public.

Dane felt sad because he imagined the call to the office was like the one he received two weeks ago, when he found out his grandfather had died.

Laurie, Diana's girlfriend, felt relief her friend had been called out of class. She knew Diana hadn't studied for the math test which would determine whether or not she had to go to summer school and she thought her friend's tears were a result of pressure and happiness that she did not have to finish her exam.

* Each person's emotional response (feeling) was a consequence of his/her THOUGHTS!

* Each individual judged the event

* These judgements made about events are called SELF-TALKS

* Self-Talk judgements are made by everyone all the time

3. List the following on the board:

EVENT:	WHAT KIND OF SELF-TALK MIGHT HAVE CAUSED SHERRIE TO FEEL:
↓ Sam did not ask Sherrie to the Homecoming Game	Jealous:(I bet he asked someone else)
	Angry:(He just wants to hurt me because I couldn't go to the movies last week)
	Happy: (This must mean I was right. He doesn't like me anymore. I'll go to the game with Mel)
	Depressed: (No one will ever ask me out again)

closure

Discuss

Events do not cause feelings. If events caused feelings EVERYONE would feel the same way. It's what we TELL ourselves about the event that causes the feeling. AND WHAT WE TELL OURSELVES CAN BE ALTERED! We can take more responsibility and control of our feelings by paying attention to what we tell ourselves about events!

transfer

Think of a situation that occurred in your family and ask each member how they felt/feel about it. Ncte similarities and differences.

PLUS

PROBLEM SOLVING

LESSON 5

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF BELIEFS AND HOW THEY INFLUENCE EMOTIONS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE BELIEFS.
2. GIVEN A LIST OF BELIEFS, STUDENT WILL IDENTIFY TWO FEELINGS FOR EACH.

materials SCRIPT

activity

Discuss

1. Individual feelings are not caused by a situation. Feelings are caused by what we tell ourselves about the situation: SELF-TALK
2. Given the situation below, discuss how people react differently depending on how they might be thinking:

   Mr. Jackson decided to give his business class a pop quiz.

   Gary broke out in a sweat and started to panic.
   (Thinking: I haven't studied for a week; I'm going to fail and I'll never bring my grade up!)

   Margie smiled and felt happy as she got her pencil and paper ready.
   (Thinking: I know I will do well. I just love pop quizzes, they are fun!)

   Annie glared at her teacher in disbelief, furious.
   (Thinking: He has no right to do this. He never warned us during the year that he might give us pop quizzes. He is a terrible teacher.)
3. Assign roles and read play

   (Characters: Narrator, Mrs. Underwood, Jay, Irene, Linda, Suzanne)

   THE WORKSHEET AFTER THE PLAY CAN BE XEROXED OR PUT ON THE BOARD FOR DISCUSSION. A TEACHER'S COPY IS INCLUDED WITH ANSWERS FOR THE DISCUSSION.

PROBLEM SOLVING - LESSON 5
EMOTIONS

Characters:

Narrator
Irene
Mrs. Underwood
Linda
Jay
Suzanne

Narrator: It was a dark Thursday morning with huge rain clouds threatening in the sky above. Jay Underwood opened the front door of his house and stepped outside. He would have to hurry because he had to walk over to his girlfriend Irene's house where two of their friends would be picking them up for school.

Mrs. Underwood: Oh Jay! Don't forget your raincoat and umbrella. It really looks stormy. And you can't wear that torn up pair of tennis shoes with the holes in the toes. Your feet will get wet and you'll catch your death of cold. Come inside and put on those nice heavy black leather shoes your aunt and uncle gave you last year. They'll keep your feet nice and dry.

Jay: Oh mother! Give me a break! That raincoat is pathetic looking. I wouldn't be caught dead in it. And you have got to be kidding about wearing those shoes. I would rather get pneumonia. Besides I'm late and I lost my umbrella last year. It's not going to rain anyway. It never rains this time of year.

Mrs. Underwood: But the man on the news said there was an 80% chance of rain.

Jay: No way! That guy's always wrong. This windbreaker will be fine. It just can't rain today. Mr. Chong is going to pay me $45 to wash and handwax his car after school today and tomorrow. I've got to earn that money. I'm flat broke. It's our six month anniversary and I want to take Irene to that expensive restaurant at the beach tomorrow night. See you later Mom.

Narrator: Mrs. Underwood sighed and shook her head as she watched Jay turn the corner towards Irene's house. As he turned the corner, the first rain droplets began to fall. By the time he reached Irene's home, it was pouring.

Jay: Oh no! Not now! Not today! Anytime but today! This is the worst day possible. I hate the rain. It always rains when I don't want it to.

Narrator: Jay angrily rang Irene's doorbell three times in a row.

Irene: Geez, Jay. What's your problem? Are you trying to wear the doorbell out? My Mom would just love it if I had to tell her that you broke her new doorbell with the stupid tinkling chimes. What's the matter?

Jay: Oh nothing. It's just the rain. I hate it. It always rains when I don't want it to. The weather is never the way I want it to be. When I want to go to the beach it rains. When I want to go tobogganing we have a heat wave.

Irene: You are such an exaggerator. I think the rain is great. Now I can't wait for Saturday. With this storm, the snow in the local mountains is going to be perfect. Hopefully, I can go up there both Saturday and Sunday.

Narrator: A car drove up in front of Irene's house and the two people in the car motioned Irene and Jay to get in.

Linda: Come on you two! What's going on? Are you two fighting again? If you don't hurry we are going to be late. If I get one more tardy that mean, old Mrs. Wills is going to call my parents. Let's go.

Narrator: As Jay and Irene got into the car, Suzanne, the driver, turned around and asked questioningly:

Suzanne: So what's the problem? Jay, you look all bummed out.

Irene: He just looks that way because it is raining. Jay thinks that it rains only when he has something important to do! I love the rain. The snow will be perfect this weekend if it rains all day and all tonight.

Suzanne: I'm with you Jay. I hate this rain. My tires are so bald there is practically no tread left on them. My Dad has been yelling at me for three months to get new tires and with this new rain storm I will never hear the end of it from him.

Linda: I bet your Dad will say I told you so tonight.

Suzanne: That's for sure. But right now that's the least of my worries. On the way over here we skidded around all four of the corners we turned. I almost lost control of the car once.

Jay: Yeah. It's really slippery when it first starts to rain. The water mixes with the oil on the streets and they become as slick as glass.

Linda: Oh wonderful, Suzanne! Why didn't you tell me your tires were bald? I could have driven my Mom's car. Now you'll probably kill us all. Even though I'll probably die before the day is over, I'm psyched about the rain. It couldn't have come at a better time. This means I don't have to help my Mom paint the trim on the outside of our house. I promised her I would help if she bought me those new jeans. I hate to paint. I always seem to get it in my hair and it takes forever to get it out. I hope it rains for a month!

4. Discuss

    1. The same rain fell on all four people, yet each had a different feeling (emotional response). Why?

        A. The difference in their responses (feelings) is based on what each thought about the rain. These thoughts are called BELIEFS.

5. Invite students to fill out the chart on beliefs and feelings. Discuss.

closure

Discuss

- how thoughts and beliefs influence feelings
- what might happen if someone changed his/her thoughts
- how feelings would change when thoughts are changed

transfer

Notice how your thoughts influence your feelings during your evening at home. Try to figure out what you are SAYING to yourself, and notice how your feelings are a result of those thoughts!

PROBLEM SOLVING LESSON 5

THE STORMY DAY

(Teacher's Copy)

After reading the play, fill in the blanks below and notice how self-talk, thoughts and beliefs influence how people feel:

CHARACTER	WHAT HAPPENED	THOUGHTS AND BELIEFS ABOUT WHAT HAPPENED	THE FEELING
Irene	(It rained)	(It's going to snow; I can go skiing: Rain is terrific)	(Thrilled, excited, etc.)
Mrs. Underwood	(It rained)	(My son is going to catch his death of cold!)	(Worried)
Jay	(It rained)	(Rain is horrible; I will never be able to earn money for my date; I hate rain)	(Angry, frustrated, furious, etc.)
Linda	(It rained)	(I won't have to paint; rain is wonderful)	(Happy, relieved)
Suzanne	(It rained)	(My tires are bald; I am going to get in an accident; my Dad will scream at me.)	(Scared, worried, frightened, etc.)

PROBLEM SOLVING LESSON 5

THE STORMY DAY

After reading the play, fill in the blanks below and notice how self-talk, thoughts and beliefs influence how people feel:

CHARACTER	WHAT HAPPENED	THOUGHTS AND BELIEFS ABOUT WHAT HAPPENED	THE FEELING
Irene	It rained		
Mrs. Underwood	It rained		
Jay	It rained		
Linda	It rained		
Suzanne	It rained		

PROBLEM SOLVING

LESSON 6

lesson objective

TO INTRODUCE AND DEVELOP AWARENESS OF IRRATIONAL AND RATIONAL BELIEFS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS ONE BELIEF AND ONE FACT.
2. GIVEN A LIST OF STATEMENTS, STUDENT WILL IDENTIFY AS BELIEF OR FACT.

materials

Fact/Belief Worksheet

activity

1. Discuss the following concepts:

- FACTS: Can actually be proven, have actually happened.

Examples: Carrots are orange.
History is taught in school.
Movies are shown on television.

- BELIEFS: Are opinions. Some people may think that an idea is true, while other people may believe that the idea is false.

Examples: Carrot cake makes a good birthday cake.
Green is a pretty color.
Porche cars are the fastest cars.

Beliefs make sense, they are realistic, yet not all people would agree on the examples, and they are only true for some people some of the time.

DIRECT STUDENTS TO COMPLETE FACTS/BELIEFS WORKSHEET.

(ANSWERS):
1. Belief
2. Belief
3. Belief
4. Belief
5. Fact
6. Fact
7. Belief
8. Belief
9. Belief
10. Fact
11. Belief
12. Belief

closure

Discuss:

1. How do facts differ from beliefs?
2. What are some examples of facts/beliefs?

transfer

Ask students to pay attention to advertising commercials on TV. Bring in a list of facts/beliefs that are used to sell products.

PROBLEM SOLVING LESSON 6

FACTS/BELIEFS WORKSHEET

REMEMBER: A fact can actually be proven, has actually happened.

A belief is an opinion, a statement that may be true for some people and not for others.

DIRECTIONS: Put an X through each box which contains a FACT.

Circle each box which contains a BELIEF.

1. If I make a mistake, nobody will like me.

4. People who don't jog are lazy.

2. Jogging isn't a good exercise, because it puts stress on your knees.

5. Janet has a red dress.

3. Watching television is boring.

7. Maybe Mary didn't come over because she forgot.

6. It snows in the mountains.

8. Judy said she would come over last night to play cards. Since she didn't come over she must really be mad at me for something.

10. Liver is good for you.

9. Jogging raises your heart rate.

11. Going to Hawaii is a great vacation.

12. My Mom makes what my Dad likes every night for dinner. She never fixes what I like. She doesn't care about me.

—PLUS—
Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 7

lesson objective TO DEVELOP AWARENESS OF RATIONAL AND IRRATIONAL BELIEFS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO RATIONAL AND TWO IRRATIONAL BELIEFS.
2. GIVEN A LIST OF BELIEFS, STUDENT WILL IDENTIFY RATIONAL AND IRRATIONAL BELIEFS.

materials Rational/Irrational Belief Worksheet

activity Discuss

1. RATIONAL BELIEFS: Beliefs that make sense and are realistic.

   EXAMPLES: It is hot in the summer.
   Exercise is good for a person.
   I get nervous before taking tests.

2. IRRATIONAL BELIEFS: Beliefs that are not realistic and do not make sense. They are often unreasonable and/or absurd beliefs that upset people.

   EXAMPLES: Nobody in the world will ever be a close friend to me.
   I will never have a boyfriend/girlfriend.
   Playing sports is the only way to stay in shape.

   - DISCUSS: What happens when people continue thinking irrational beliefs without stopping to question themselves.

     Questioning oneself is vital to awareness that one is thinking irrational beliefs.

   EXAMPLES: Do I feel upset with my statement?
   Do I have a strong negative emotional reaction, such as feeling jealous, angry, frustrated, disgusted, etc.?
   Am I making judgements, such as feeling "he should never do that" or "that is horrible."

3. Direct students to complete RATIONAL/IRRATIONAL BELIEFS worksheet.

ANSWERS:

1. Rational
2. Irrational
3. Irrational
4. Irrational
5. Irrational
6. Rational
7. Rational
8. Irrational
9. Irrational
10. Irrational
11. Rational
12. Irrational

4. Discuss
    1. How do you recognize an irrational belief?
    2. How do you know when you are thinking rational beliefs/thoughts?

closure

When trying to discover if thoughts/beliefs are rational, you might ask yourself?

a. What was I thinking?

b. Write it down.

c. Are these thoughts based on fact or belief?

transfer

Encourage students to pay attention to strong emotions in the next week. Invite them to use the formula above and explore their self-talk and rational/irrational beliefs.

PROBLEM SOLVING LESSON 7

RATIONAL/IRRATIONAL BELIEFS

Check the appropriate box to identify rational and irrational beliefs.

REMEMBER: RATIONAL BELIEFS make sense and are realistic

IRRATIONAL BELIEFS are not realistic and do not make sense. They are often unreasonable and/or absurd beliefs that upset people.

BELIEF/THOUGHT	RATIONAL	IRRATIONAL
1. I do not like to fail tests.		
2. If my parents do not buy me a new car for my birthday then they do not love me.		
3. If my Mom marries her boyfriend she will be happy for the rest of her life.		
4. Everybody stays out late on school nights except me.		
5. If Jack doesn't call me tonight I'll die.		
6. I think I would be good choice for the school tennis team. I'll be disappointed if I don't make it.		
7. It makes me happy that my brother and I get along so well.		
8. She ruined my whole day.		
9. It will be terrible and horrible if I forget a line in the school play.		
10. No one cares if I live or die.		
11. If I don't earn enough money this summer, I'll be upset because I won't be able to buy a car.		
12. If my Dad made more money I'd have more friends.		

PROBLEM SOLVING

LESSON 8

lesson objective TO FURTHER DIFFERENTIATE BETWEEN RATIONAL AND IRRATIONAL BELIEFS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO RATIONAL AND TWO IRRATIONAL BELIEFS.
2. GIVEN A LIST OF BELIEFS, STUDENT WILL IDENTIFY AS RATIONAL OR IRRATIONAL.

materials Rational Belief Sheet

activity

1. Read the following story:

Jill was excited to find a job for the summer. She wanted to earn money to pay for school clothes and new skis for the winter snow season.

As Jill came into the family room she kicked off her sandals, picked up the daily classified ad section of her Mom's newspaper, and curled up on the couch to read about the jobs being offered.

While reading about accountants and secretaries and receptionists, Jill came across the following ad:

> WANTED: 4 high school students to work in back office during summer, 6 hours per day. Some math skills required. Previous experience helpful. Call . . .

Jill jumped off the couch and ran to the phone. As soon as she picked it up to dial the number she hung up the phone. Why would anyone want to hire ME? She thought, I don't have any skills and I'll never get it. Besides, I'm always a klutz and I'll make a fool out of myself. Even if by some miracle I did get hired they'd hate my work and fire me as soon as they discovered who I really am--a nobody.

Jill's mind was busy imagining how she would ruin the xerox machine, throw away important papers, knock over the file cabinet and hang up the phone on an important customer.

Later that evening Jill talked with her older bother, Bob, about her silly idea of calling for the ad.

"I don't know what is so silly about it, Jill. I think you have the skills. You did well in math last semester and remember how Dad let you work in his office when you visited him last summer? What have you got to lose?"

Jill did not feel like eating that night. She had a stomach ache and did not sleep well. How could she believe what Bob had said? After all, he was her brother and he would never tell her the truth: that she did not have a chance.

When Jill awakened the next morning, she still wondered about the job. What if Bob was right: What if she could have gotten the job and she blew it by never trying?

What have I got to lose she thought to herself? After school, Jill came home to find her brother gone and her Mom at work, Maybe I'll just try to call this once. If they don't like me, I'll never do this again.

When she heard a man answer her heart beat so fast she was sure the person on the other end heard her.

"Hhello?" She stammered. "I'm ccalling about your ad."

"Yes, I'm Mr. Dillon. I will be interviewing next Monday afternoon. How old are you?"

"16, as of Last February."

"Fine. Had any office experience?"

"Yes, at my high school and sometimes I help my Dad at his company."

"Sounds good. Why don't you come Monday at 4:00. And thank you for calling."

"Thank you! I'll be there! Goodbye!"

Jill hung up the phone. That wasn't so bad! Maybe I do have a chance at the job. And even if I don't that call was so easy I could call on another ad.

In fact, Jill thought, picking up a handful of pretzels and grinning, I might as well look in the want ads right now. I might be able to set up several interviews for next week. Kicking off her sandals, she picked up the want ads.

2. Discuss

   A. What were Jill's irrational beliefs?

      I don't have any skills
      I'll never get the job
      I'll bet hundreds of kids apply
      I'm always a klutz
      I'll make a fool out of myself
      They'd hate my work
      I'll get fired

   B. What feelings did Jill have as a result of her thoughts?

      She felt stupid, inadequate, silly, possibly depressed or sad, did not sleep well and had a stomach ache.

   C. What rational thoughts did she finally come up with?

      What do I have to lose?
      This is not the only job in the world.
      Maybe I do have a chance.

   D. What was the result of her rational thinking?

      She got an interview

3. Pass out RATIONAL BELIEF SHEET. Have students take turns reading them out loud.

closure

Review the concepts of rational and irrational beliefs. Encourage students to:

- take a look at what they say to themselves
- pay attention to their negative self-statements

EXAMPLES
- I can't do anything right
- It is John's fault for keeping me up so late talking on the phone.

transfer

Pay attention to your reactions to family and friends. Notice your feeling, identify it, then pay attention to the SELF-TALK or thoughts you are telling yourself to cause your feelings.

147

PROBLEM SOLVING LESSON 8

Adapted from Thinking, Changing, Rearranging by Jill Anderson

- EVERYBODY DOES NOT HAVE TO LIKE/LOVE ME
  If someone does not like me I will still be okay and feel like an okay person.
- IT IS OKAY TO MAKE MISTAKES
  There is no reason for me to get upset when I make mistakes. I can handle making mistakes.
- OTHER PEOPLE ARE OKAY AND I AM OKAY
  People who do things I don't like are not necessarily bad people. They should not necessarily be punished just because I don't like what they did.
- I DO NOT HAVE TO CONTROL THINGS
  I will survive if things are different than what I want them to be.
- I CAN HANDLE IT WHEN THINGS GO WRONG
  I don't have to waste my energy worrying. The earth won't end; things will be okay.
- IT IS IMPORTANT TO TRY
  I will try even if I don't want to. Things worth having are worth the effort. I might not be able to do everything but I can do something.
- I AM CAPABLE
  I can take care of myself.
- I CAN CHANGE
  It is silly to think I cannot help being the way I am. Of course I can.
- OTHER PEOPLE ARE CAPABLE
  I do not have to solve other people's problems for them. They can solve their own problems. I can care and be of some help.
- EVERYONE HAS SOMETHING WORTHWHILE TO CONTRIBUTE
  There is more than one way to do something.

—PLUS—
Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 9

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF PROBLEM SOLVING TECHNIQUES AND METHODS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS ONE PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF PROBLEM SOLVING METHODS, STUDENT WILL IDENTIFY ONE APPROPRIATE TO HIM/HER.

materials Script

activity

1. Review:
   - Feelings are not caused by situations.

     Example:

A		B
taking a test	does not cause	anxious upset

   - Feelings are caused by thoughts ABOUT the situation.

     Example:

A (Event)	B (Thought or Belief)	C (Feeling)
Taking a Test	I am going to get an "F." Everyone will say that I am the most stupid person in class!	anxious upset

   - There are methods to combat irrational thoughts. Pay attention to what you say to yourself when an event occurs.

2. Assign roles to students and read the play.

   CHARACTERS: NARRATOR, MIGUEL, DAD, BOSS

PROBLEM SOLVING LESSON 9
ALMOST TOO LATE

Narrator: Miguel has been working at a popular fast food hamburger restaurant for two months. During the last two weeks, things have really been rough for him. His manager suddenly started asking him to take over the night shift, to supervise others, to do more heavy work and clean up, and finally to do some paperwork and ordering, something Miguel finds confusing.

Miguel: That creep! Working me until I can't stand up. He must be out to get me. He probably thinks he'll break me having me do all these chores, and at minimum wage too! He must think I'm good for nothing but the busy work.

Dad: Sit down, Miguel. I want to talk with you. What is happening? A month ago you were on top of the world and couldn't say enough about how wonderful your job was. Now it's grumble, grumble, grumble.

Narrator: Miguel explained to his father exactly what had happened to him at work.

Dad: Why don't you talk to the manager? Surely there is an explanation for all of this!

Miguel: Yeah, he probably wants me to quit. Why else would he make my life so miserable? Maybe I'll just give him what he wants and not go in tomorrow.

Dad: I thought you needed the money to start college in the fall.

Miguel: Yeah, well, I don't think I need anything that bad. College will probably be the same way. Everybody's out to get ya, you know what I mean?

Narrator: With that, Miguel left the room and slammed his bedroom door. Tired, he flopped on his bed and stared at the ceiling.

Miguel: Maybe I should talk to that creep tomorrow, and give him a piece of my mind.

Narrator: The next day Miguel made an appointment with his boss. By the time the hour arrived, Miguel had worked himself into a fury. He pounded on his boss' door.

Boss: Come in, come in! No need to pound. Oh, Miguel! Have a seat. I am glad you made this appointment. I've noticed a great change in your attitude the last couple of weeks. What's up?

Miguel: (Shocked) What's up? What's up is that you have given me twice the amount of work of anyone around here. I have to work late, do extra chores, even your paperwork. Are you trying to get rid of me?

Boss: (Surprised) Get rid of you? That's the last thing I was thinking of, except that your attitude has changed so much recently. Maybe I've been wrong.

Miguel: Wrong about what, Mr. Martino?

Boss: I didn't want to tell you about this until I was sure. I know I have been giving you extra responsibility, Miguel. I have recommended you for management training. We are going to have an assistant's position opening. I know you want to take business classes at the college this fall and I think you will have a good future with this company while you are going to college.

Miguel: You mean you didn't want me to quit?

Boss: Not unless you are unhappy. Your work is fine. I have been worried about your change in attitude, though. Attitude is very important in management. Maybe this is not what you want.

Narrator: Miguel's thoughts were swimming. There was so much he didn't understand because he had so many thoughts to change; thoughts he knew he had put in his mind.

Miguel: I just wish you had told me sooner.

Boss: Maybe I did make a mistake there, Miguel. Let's both work on having better and more open communication. Seems you thought I was doing things to get rid of you and I thought you wanted to quit. Let's check things out with each other from now on, O.K.?

Miguel: Sure, Mr. Martino. I guess I better get back to work. I have a lot to do.

Boss: Thanks for coming in. Let's talk again soon about the management idea, O.K.?

Miguel: O.K.!

Narrator: Miguel could hardly wait to get home to tell his father the news.

151

3. Discuss

   A. What were the irrational thoughts that went through Miguel's head?

      - My manager wants me to quit
      - My manager thinks I'm good for nothing
      - College will be the same way
      - Everybody's out to get you

   B. What feelings did Miguel have as a result of his self-talk?

      - frustrated
      - upset
      - anxious
      - angry

   C. How did Miguel solve his problem?

      - he almost quit
      - he talked to his boss

   D. What did he discover?

      - his boss wanted to recommend him for management
      - his thoughts were irrational

4. What are some ways that people solve their problems?

IMPULSIVELY:	Person does what first comes to mind
INDECISIVELY:	Rarely makes a decision, keeps thinking about solutions
IRRESPONSIBLY:	Person never makes any decisions for him/herself
SYSTEMATICALLY:	Person organizes thoughts and thinks about problems
EMOTIONALLY:	Person does whatever he "feels" is best

closure

Pay attention to how you make decisions. What might help you to make decisions that are better for you? What kind of a decision maker are you?

transfer

During the next week, pay attention to how you solve problems. Do you notice, like Miguel that sometimes you need to check things out? Or perhaps you notice something else. Are you able to recognize any irrational thoughts in yourself or others? What might help to make them rational?

—PLUS—

Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 10

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF THE RELATIONSHIP BETWEEN SUCCESSFUL PROBLEM SOLVING AND BELIEFS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS ONE POSITIVE PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF PROBLEM SOLVING METHODS, STUDENT WILL IDENTIFY THE POSITIVE PROBLEM SOLVING METHODS.

materials None

activity

1. Read the following story to the class:

Frank felt lonely. He had just called several buddies to plan something for the weekend, but everyone was busy doing something else. He couldn't understand it. He usually could find someone to do something with him. Now that he stopped to think about it, he remembered that none of his friends had called him for a while. He had even gone to the ski club meeting all by himself, and no one had talked to him. Frank started to break out in a sweat on his forehead. His mouth was dry and he feld confused.

"I'm definitely being ignored and getting the cold treatment from these guys," Frank said to himself. "I wonder why all of a sudden they hate me." Then he thought about Ramon who had always been his best friend, and wondered why he hadn't heard from him. "If Ramon doesn't call me by tonight, then something must really be wrong," Frank thought. "I wonder what is wrong with me that they don't want me around? Oh, they probably think they're too good for me. Well, I can show them. Frank pounded his fist in his hand, his teeth clenched. "I don't need anyone!"

2. Discuss:

   - What is Frank's problem?

     (his friends had not contacted him; he thought his friends were avoiding him; he is feeling lonely)

   - How might Frank have answered his own questions?

     (contacting Ramon and/or his other friends; voicing his concern or finding something to do)

   - What irrational beliefs interfered with Frank's solving of his problems?

     ("all of a sudden they hate me;" "If Ramon doesn't call tonight, something is terribly wrong;" "Something is wrong with me that they don't want me around")

   - What rational beliefs could Frank have substituted for his irrational beliefs?

     (My friends' lives do not evolve around me. It is possible that they have been busy. Perhaps I haven't called them as much as I could have.)

   * In order to become aware of our irrational thoughts, it is necessary to explore the thoughts and feelings we experience during problem solving.

3. Discuss:

   - What physiological reactions are experienced while solving a difficult problem?

     (confusion; pounding heart beat; sweaty palms; heavy breathing; shaking body and voice; tight muscles; dry or watery mouth)

   - What can occur as a result of these physiological reactions?

     (loss of attention to task at hand; irrational thoughts; negative self-statements)

4. Exercise:

   - Introduce the following exercise to combat stressful physiological reactions to a difficult problem:

     Think of a word that reminds you of being in a relaxed and calm state. You might use the word "relax," "calm," "peaceful," "kicked-back," "vacation," etc. (give the students a few minutes to think of their cue word.)

     Now, slowly, as I count to 5, inhale . . . 1, 2, hold your breath . . . 3, and now exhale, . . . 4, 5. Now whisper your cue word to yourself. Good. Now, let's try it again and, if you wish, close your eyes as you begin your breathing while I count out loud for you.

Repeat several times, letting students know that this technique helps to relax our bodies so that we are better able to solve our problems.

closure

How can relaxing help when facing a new or stressful situation?

(gives time to be aware of feelings, irrational thoughts, to be more in control)

transfer

During the day, try using the cue word breathing technique when you are having a problem.

(For example when you are experiencing difficulty falling asleep; when taking an exam; speaking to someone you do not know, and would like to know; making a date)

PROBLEM SOLVING

LESSON 11

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF SELF-TALK

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO SELF-TALK STATEMENTS
2. GIVEN A LIST OF SELF-TALK STATEMENTS, STUDENT WILL IDENTIFY THREE APPROPRIATE TO HIM/HER.

materials Problem Solving Sheet, pencils/pens

activity

1. Review the following concepts:
   - BELIEFS: rational or irrational thoughts that influence how we feel.
   - SELF-TALK: statements we make to ourselves that verbalize our rational and/or irrational beliefs.
   - NEGATIVE SELF-TALK: verbal messages that trigger stressful physiological reactions. These physiological reactions may ultimately cause health problems, such as ulcers, heart disease, and high blood pressure.
   - The cue word breathing technique can be helpful.
2. List on the board positive self-statements that students have used to deal with problems and/or stressful situations.

   Examples: "Let's see, what exactly do I have to do and what do I have to do first?"

   "I'm beginning to feel upset because I can feel my heart beating faster. I'll stop and take a couple of deep breaths and relax for a second or two."

   "Think rationally."

   "The world is not going to come to an end if I don't get 100% correct on this test."

* This lesson may be used in conjunction with Stress Management Lesson 24.

"Not everyone in the whole United States has to love me."

Emphasize how positive self-statements will help one to solve problems more effectively.

3. Divide students into groups of 3-5.
4. Pass out a Problem Solving Sheet to each group.
5. Direct each group to complete the Problem Solving Sheet.

closure

Share the Problem Solving Sheets and discuss:

- Pete and Julie's problems
- Possible causes of Pete's and Julie's problems
- How Julie's resentment of her situation might affect her behavior with others
- If Julie did have the clothes she wanted, would that assure her of being one of the "in group?"

transfer

Ask students to write down a non-threatening problem a family member is trying to solve (or make up one) using made-up names. Bring the problem to class at the next session.

(For example a sibling trying to decide what college to attend; parent out of work and looking for a job; parent(s) making plans to remodel their home)

PROBLEM SOLVING LESSON 11

PROBLEM SOLVING SHEET

1. Read the following story:

> There was nothing more fun to Pete than driving his car on the freeway when there was no traffic. He felt wonderful when he slipped the key into the ignition, turned the switch on, and stepped on the gas pedal. As the car accelerated, Pete slipped it into second gear and increased his speed. He felt chills of excitement raise up his spine as the wind blew in through the window into his face.
>
> Peter had just turned up the volume on his tape player, when he saw flashing red lights in his rear view mirror. The Highway Patrol Officer motioned him to pull off onto the shoulder of the freeway.
>
> "Oh no, not a ticket! Dad told me if I got a ticket I'd be grounded for a month and I'm supposed to take the guys camping this weekend!"
>
> As the CHP officer came over to his car, Pete started to shake. He fumbled to find his license and registration.

2. List three positive self-statements and three negative self-statements that might be associated with Pete's problem.

Positive Self-Statements: ______________________________

____

____

Negative Self-Statements: ______________________________

____

____

3. Write a solution to Pete's problem.

____

____

____

____

____

4. Read the following story.

> Julie sat alone, chewing on a dry peanut butter sandwich. It would have gone down a lot more easily if she'd had a coke or some juice to go with it, but according to her mother, those drinks were too expensive. Julie watched a group of teenagers across the quad eating their lunches. They were laughing and cutting up. Julie would have given almost anything to be one of the group, but they never included her. You were "in" or you were "nowhere." Julie knew, miserably, that she was obviously "nowhere."
>
> To be popular in the ninth grade, you had to wear the "right" kind of clothes. Everyone wore similar things. Right now the popular thing was to wear expensive tee shirts, which had short sleeves, collars, and some kind of designer emblem on them. With these tee shirts it was "in" to wear expensive designer shorts or jeans with a certain brand of boating shoes. Julie not only didn't have one of these tee shirts, but she had no jeans of any kind. All she had was one or two shabby skirts, old tops her mother could no longer wear, and various other hand-me-downs.
>
> Just that morning Julie had tried to explain to her mother how important it was for her to dress like the others.
>
> "You don't have to tell me how it feels not to belong," Julie's mother said. "I never had anything either. But there is no use worrying about something that will never change. The other kids should like you for yourself. Cheer up."
>
> Julie didn't think she had much to be cheerful about. She didn't think she was pretty and certainly not very smart. She was sure that even if she acted cheerful all the time, it wouldn't be noticed.
>
> All the kids in her classes were nice enough to her. It was just that they never invited her over to their homes on the weekends, or called her on the telephone, or included her in their "secrets." Others in her class were "nowhere" too, but this was apparently by choice. Some of them were honor students who liked to spend all of their time in the library or practicing for the orchestra. Julie didn't think she was smart enough to be "in" with them, and she didn't think they were any fun anyway.
>
> Poor Julie desperately wanted to be liked by the "in group."

5. List three positive self-statements and three negative self-statements that might be associated with Julie's problem.

Positive Self-Statements: ______________________________

____

____

Negative Self-Statements: ______________________________

____

____

6. Write a solution to Julie's problem.

____

____

____

____

____

—PLUS—
Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 12

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF BRAINSTORMING TECHNIQUE

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THREE BRAINSTORMING RULES.
2. GIVEN A LIST OF RULES, STUDENT WILL IDENTIFY THREE AS BRAINSTORMING RULES.

materials Brainstorming Rules sheet, (optional - bell/buzzer)

activity

1. What are some problems that teenagers face from time to time? (Place list on board)
2. Discuss:
   How do people solve these problems? One helpful way is:
   - BRAINSTORMING: a technique used to solve problems that produces ideas related to a particular problem, topic, or theme. It is conveniently used in nearly every subject area and situation.
3. Pass out Brainstorming Rules sheet and discuss each item.

   Remind students that criticism is ruled out. (Optionally--a teacher may ring bell/buzzer as a warning signal that someone is criticizing or evaluating)
4. Use brainstorming technique with the examples such as those listed below and with the problems listed on the board in #1.
   - Use as many ideas as possible.
   - Emphasize that the more creative ideas, the better.

   Examples: In what ways could you change the physical environment of our classroom? (remove desks; paint the walls in rainbow colors; install soda machine; install video recorder, etc.)

   My father is a salesman for a pharmaceutical company. He was laid off last week for having a low sales record. We have six kids in our family and our mom has been sick.

My 14 year-old sister was caught smoking cigarettes in the school bathroom.

My cousin who just graduated from high school asked me to help him plan a vacation. He has $1500 to spend.

5. Discuss:

   - Examples of positive self-statements for each problem discussed in activity #4.

closure

Discuss:

- How brainstorming helps to solve problems. (There are many original ideas to choose from; many people are involved to give unbiased view of the problem)
- How it is helpful to solve problems that are not your own. (Good practice; similar problems may come up in your own life; it's good to hear other individual's ideas; helps others)

transfer

The next time you are involved in a problem solving situation write down three positive self-statements you could say to yourself.

BRAINSTORMING IDEAS

1. Write ideas down.
2. The more ideas, the better--quantity.
3. The crazier and more creative, the better.
4. At this point any idea is acceptable.
5. No criticism or judging.
6. "Hitchhiking is welcome." If one person gets an idea from someone else, he/she can add onto it to come up with new ideas.

—PLUS—

PROBLEM SOLVING

LESSON 13

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF POSITIVE SELF-TALK IN PROBLEM SOLVING

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO POSITIVE SELF-TALK STATEMENTS.
2. GIVEN A LIST OF PROBLEM SITUATIONS, STUDENT WILL IDENTIFY TWO POSITIVE SELF-TALK STATEMENTS FOR EACH.

materials Script and Worksheets

activity

1. Discuss:
   - The importance of positive self-talk in problem solving.
   - How positive self-talk helps one to relax so that problem solving is easier.
   - How positive self-talk makes one feel better about the problem situation, self, and others.
   - How positive self-talk helps one to understand beliefs that may be influencing feelings about the problem.
   - How positive self-talk combats irrational beliefs and feelings.
2. Read the following and finish the script below:

* This lesson may be used in conjunction with Stress Management Lesson 25.

3. Ask students to brainstorm and share solutions to Martha's problem.

4. Discuss the scripts using the following as a guide:

   A. Since we all have problems, how do we decide whether to get help with a problem or solve it on our own?

   B. What is positive about talking over problems with others?
   (They may be more objective, more ideas may evolve for solutions)

   C. Who else might have helped Martha with her problem?
   (Mom, counselor, friend, relative)

transfer

1. What types of negative statements might Martha have been making to herself?
   (I'm overwhelmed, I'll never catch up, I'm a failure in school, I can't do anything right, the whole world is against me, Everybody's always on my back about something.)

2. What kinds of positive statements could Martha say to herself about her situation?
   (I'm under stress right now; so I'll try to go to bed early and eat well, It's rough now and that is inconvenient; however, I know there is a solution to my problem; I am having a difficult time in school and at home, so I'll set an appointment with my teacher/counselor or spend time with mom/friend/relative to work things out.

closure

Pay attention to the statements you make to yourself when you feel overwhelmed or under a lot of pressure. What kinds of positive statements can you say to yourself to get through difficult times?

PROBLEM SOLVING LESSON 13

MARTHA'S DILEMA

Since Martha's father has left, her mom has gone to work to support her family, leaving Martha very busy with family chores. After school, Martha has to take care of the baby, shop for food at the supermarket, clean the house, and take care of her brothers and sisters after picking them up at the day care center. She is responsible for making dinner and for the laundry. Since taking on all these responsibilities, Martha has not had time left in the day to do her homework. She is just too tired.

Yesterday Martha decided to make an appointment with her teacher. At noon Martha walked into her Math room.

** FINISH THE SCRIPT BELOW, LISTING AT LEAST TWO POSSIBLE SOLUTIONS TO MARTHA'S PROBLEM **

TEACHER: I'm glad you made an appointment to see me, Martha. I'm worried about your grade in this class. It has fallen from a "B" to a "D" in just a couple of months. What is happening?

MARTHA:

TEACHER:

MARTHA:

TEACHER:

MARTHA:

TEACHER:

MARTHA:

TEACHER:

MARTHA:

TEACHER:

MARTHA:

—PLUS—

Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 14

lesson objective

TO INTRODUCE AND DEVELOP AWARENESS OF GENERATING ALTERNATE SOLUTIONS FOR PROBLEM SOLVING SITUATIONS.

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO SOLUTIONS FOR A PROBLEM SITUATION.
2. GIVEN A LIST OF PROBLEM SITUATIONS, STUDENT WILL IDENTIFY TWO ALTERNATE SOLUTIONS FOR EACH.

materials

Alternatives Worksheet, pencils/pens

activity

1. Introduce alternatives to problem solving.
   - KNOWN ALTERNATIVES: alternatives that individuals know about.
   - UNKNOWN ALTERNATIVES: alternatives that exist or can be created, but that the individual is not aware of.
   - Many times when individuals solve problems hurriedly and haphazardly, they only choose known alternatives. Careful, systematic problem solving can uncover unknown alternatives that may be more appropriate or more beneficial to the problem solver.
2. Read the following to the class:

   Sally attends a large high school in the city. Until now she has never thought what she will do after she graduates. Recently she has been interested in going to college, but her counselor told her that she does not have many of the academic credits that colleges require for entrance. What can Sally do?

3. Discuss the story in terms of alternatives and list on board.

   - Sally's known alternatives

     Examples: Go to summer school
     Enroll in a community college
     Forget about college
     Ask parent(s) to decide for her

   - What Sally could do to find out about her unknown alternatives

     Examples: Talk with high school counselor
     Talk with college admissions personnel
     Talk with teacher(s)
     Talk with community college counselor
     Talk with parent(s)
     Talk with friends

   - What might Sally's new alternatives be after gathering more information?

     Examples: Work full-time
     Go to technical/vocational school
     Wait an extra semester while earning appropriate credits.

   Remember that all alternatives are important, even if they might be considered undesirable. Undesirable alternatives may become more desirable with additional information.

4. Hand out sheet entitled ALTERNATIVES FOR HIGH SCHOOL STUDENTS FOLLOWING GRADUATION (or write alternatives on board).
   Instruct students to write down 5 jobs they might be interested in during the next ten years.
   Have students write beside their career interest what education and experience might be required.

5. Discuss:
   What does a student need to know when considering attending a state university or junior college?
   (admission requirements, alternatives and interests in a major, what colleges in the state offer the program/major desired.)

   What does a student need to know to join the Peace Corps? (needs to know qualifications, time frame, interests)

   What does a student need when applying for a particular job?
   (hours, experience needed, insurance available, challenge, opportunity for advancement, etc.)

closure

Discuss:

- Why it is important to list all possible alternatives? (so that an individual does not miss or fail to consider a possible opportunity.)
- How do known and unknown alternatives differ? (known alternatives are already established; to develop awareness of other alternatives one needs more information from various sources.)

transfer

What are your alternatives for having fun in your spare time?
What other information could you obtain to create new opportunities that might otherwise be unknown alternatives for having fun?

PROBLEM SOLVING LESSON 14

ALTERNATIVES FOR HIGH SCHOOL STUDENTS FOLLOWING GRADUATION

1. Community college, junior college, either two-year technical training program or transfer program for four-year college
2. Work full-time
3. Four-year selective college or university
4. Military service
5. Four-year less selective college or univeristy
6. Marriage
7. Work part-time
8. Work part-time and to go school part-time
9. Business or technical school
10. Bumming around not working, not looking for work
11. Not working, but looking for work
12. Travel
13. Volunteer Organization (Vista, Peace Corps, church mission)
14. Apprenticeship training

CAREERS OR PROFESSIONS

FIVE THAT INTEREST ME AFTER HIGH SCHOOL ARE:	EXPERIENCE OR EDUCATION I MIGHT NEED:

PROBLEM SOLVING

LESSON 15

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF POSSIBLE CONSEQUENCES TO BRAINSTORMING SOLUTIONS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS A PROBLEM SITUATION, TWO ALTERNATIVE SOLUTIONS, AND A POSSIBLE CONSEQUENCE OF EACH.
2. GIVEN A LIST OF SITUATIONS, STUDENT WILL IDENTIFY TWO ALTERNATIVE SOLUTIONS AND TWO POSSIBLE CONSEQUENCES OF EACH.

materials Solution and Consequence Worksheets, pencils/pens

activity

1. Discuss rules for generating alternatives in problem solving.

   Rule #1: CRITICISM IS OUT

   Write down any new idea or possible solution to a problem regardless of whether you think it is good or bad. Later you can decide its effect on the problem solving process.

   Rule #2: THE CRAZIER THE BETTER

   The more wild your ideas, the better because this can get you out of a mental rut. You may suddenly think of an alternative that sheds a completely different light on the problem.

   Rule #3: THE MORE THE MERRIER

   The more ideas you come up with the better your chances of having a good one.

2. Read the following story to the class:

   Janet is an eighteen-year-old mother of a six-month-old baby boy. Her husband, Steve, works during the day at a nearby liquor store and goes to school at night. Their money is always short and Janet has just taken a part-time job as a salesgirl in a local department store. Janet knows the money from her job comes in handy, but with all her other responsibilities she is exhausted and tired all the time.

3. Discuss definition of CONSEQUENCE:

   a result, either positive or negative, of a behavior. In problem solving, a consequence is the result of putting a chosen alternative into action. It is most important to view these possible consequences thoroughly prior to solving the problem.

4. Direct students to complete worksheet. (Students may work individually or in small groups)

closure

What is the next step after a person has weighed the consequences and chosen a solution?

PUTTING THE PLAN INTO ACTION!

transfer

Think of problems you might have that you may be able to solve more easily after learning techniques for problem solving.

PROBLEM SOLVING LESSON 15

SOLUTION AND CONSEQUENCE WORKSHEET

Janet is an eighteen-year-old mother of a six-month-old baby boy. Her husband, Steve, works during the day at a nearby liquor store and goes to school at night. Their money is always short and Janet has just taken a part-time job as a salesgirl in a local department store. Janet knows the money from her job comes in handy, but with all her other responsibilities she is exhausted and tired all the time.

Listed below are some alternatives that Janet and Steve might consider.

Two blank spaces are available for your original ideas.

Write beside the solution what negative consequence and positive consequence might occur.

OPTION 1. Janet or Steve might look for a higher paying job so that Janet could work fewer hours.

POSITIVE CONSEQUENCE: ____________________

NEGATIVE CONSEQUENCE: ____________________

OPTION 2. Hire a maid.

POSITIVE CONSEQUENCE: ____________________

NEGATIVE CONSEQUENCE: ____________________

OPTION 3. Stop cleaning the house.

POSITIVE CONSEQUENCE: ____________________

NEGATIVE CONSEQUENCE: ____________________

OPTION 4. Steve and Janet clean the house together.

POSITIVE CONSEQUENCE: ____________________

NEGATIVE CONSEQUENCE: ____________________

OPTION 5. Hire a high school student to help clean and babysit.

POSITIVE CONSEQUENCE: ____________________

NEGATIVE CONSEQUENCE: ____________________

OPTION 6. (Other solution.)

POSITIVE CONSEQUENCE: ____________________

NEGATIVE CONSEQUENCE: ____________________

MY (individual or group) CHOICE IS OPTION: ____________________

PROBLEM SOLVING

LESSON 16

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF THE SIX-STEP THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP ONE OF THE SIX-STEP THINK-IT-THROUGH PROBLEM SOLVING METHOD
2. GIVEN A LIST OF PROBLEM SOLVING METHODS, STUDENT WILL IDENTIFY THE SIX-STEP "THINK-IT-THROUGH" PROBLEM SOLVING METHOD.

materials None

activity

1. Discuss the concepts previously developed in the Problem Solving lessons as noted below:
   - Positive and negative beliefs that influence how we feel about problems (Beliefs are opinions that can be altered.)
   - Negative and positive self-talk (Statements we make to ourselves that influence our rational/irrational beliefs.)
   - Brainstorming (What one does to produce ideas.)
   - Determining alternatives (Options and choices.)
   - Examining consequences (A result, either positive or negative.)
2. Discuss the following concepts:
   - Each day we face and solve many problems.
   - Some problems are solved automatically.
   - Some problems require time and thought.

     Examples: Short time - when to cross the street
     Long time - What career to pursue
   - Many times we do not have enough information to solve our problems and we may want to ask others for their opinions.

- We need time to consider all possible alternatives, especially for problems that do not seem to have just one answer.

  Examples: Perhaps you would like to change the way you are getting along with someone.

  You are planning a family vacation.

- Many problems do not have immediate workable answers and require a lot of thought to develop alternatives.

3. Introduce the Six-Step THINK-IT-THROUGH PROBLEM SOLVING METHOD--a successful step-by-step procedure that opens up new and creative ideas for solving problems more effectively.

4. List on the board:

   SIX-STEP THINK-IT-THROUGH PROBLEM SOLVING METHOD

   Step 1: STATE THE PROBLEM AND FEELING

   Step 2: STOP AND THINK BEFORE YOU ACT

   Step 3: LIST YOUR ALTERNATIVES

   Step 4: CONSIDER THE CONSEQUENCES

   Step 5: IMPLEMENT YOUR PLAN

   Step 6: EVALUATE YOUR RESULTS

5. Discuss the six steps and how they operate in solving a problem.

   Step 1: STATE THE PROBLEM AND FEELING

   Susan is running late for school in the morning and she is very hungry. She does not know if she has time for breakfast. She feels anxious about it, because it will be a long time before she will have the opportunity to eat again.

   Step 2: STOP AND THINK BEFORE YOU ACT

   I'll just take a deep breath or two, and think about what I will do while I finish getting dressed.

   Step 3: LIST YOUR ALTERNATIVES

   - Not eat anything
   - Eat a big breakfast and be late for school
   - Eat something quick at home and risk being a little bit late (cereal and milk)
   - Eat something on the way to school while walking (granola bars)

Step 4: CONSIDER THE CONSEQUENCES

Alternatives	Consequences
- Not eat anything	I'll be starved, won't think as well because I'll be concerned about my hungry stomach.
- Eat a big breakfast and be late for school	I'll get a tardy slip and the teacher will probably be angry, but I won't be hungry.
- Eat something quick at home and risk being a little late for school	I'll get a tardy slip and the teacher will probably be angry but I won't be hungry.
- Eat something on the way to school	I won't be completely full, but I won't be hungry, and I won't be late, so I won't get in trouble.

Step 5: IMPLEMENT YOUR PLAN

After I am all dressed and ready to leave, I will go into the kitchen, open the pantry door, and take out a packet of granola bars. I will then check the refrigerator to see if we have any small cans of juice. If we do, I'll have one of those, too.

Step 6: EVALUATE YOUR RESULTS

It turned out fine. I got to school just on time, and had a quick breakfast so that I wouldn't be hungry until break time. Next time I'm going to get up a little earlier, so I won't have this problem.

6. Review:

Step #1 - STATE THE PROBLEM AND FEELING

It is frequently difficult to recognize a problem because the situation seems complicated. It is important to establish exactly what the problem is for this THINK-IT-THROUGH method to be successful.

closure

Discuss:

Why it is important to first establish the problem before trying to solve it.
(Gives us a starting point)

transfer

Notice the many ways others go about solving problems. Do they seem to use an organized problem solving method?

PROBLEM SOLVING
LESSON 17

lesson objective TO FURTHER INTRODUCE AND DEVELOP AWARENESS OF THE SIX-STEP THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP ONE OF THE SIX-STEP THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF PROBLEM SOLVING METHODS, STUDENT WILL IDENTIFY THE SIX-STEP "THINK-IT-THROUGH" PROBLEM SOLVING METHOD.

materials Problem Solving Worksheet

activity

1. Discuss the Six-Step THINK-IT-THROUGH PROBLEM SOLVING METHOD:

Step 1:	STATE THE PROBLEM AND THE FEELING
Step 2:	STOP AND THINK BEFORE YOU ACT
Step 3:	LIST YOUR ALTERNATIVES
Step 4:	CONSIDER THE CONSEQUENCES
Step 5:	IMPLEMENT YOUR PLAN
Step 6:	EVALUATE YOUR RESULTS

2. Read the following to the students:

Ted was really worried this time. He was scared stiff about Damien and didn't know what to do. It had started in junior high school when he and Damien had tried drugs together. It was fun for a while, but last year Damien had talked Ted into trying PCP with him. The experience had really scared Ted and convinced him to quit using any drugs.

Damien had continued using drugs. Ted was really the only friend Damien had left as most of the other guys would not have anything to do with him. They felt he was always acting too strangely.

Ted was at a loss as to what to do. He knew that Damien needed to get help, yet Damien would not go and get it. He kept saying that he was in control and could handle it. Ted did not want to betray his friend, yet he also did not want Damien to hurt himself or get into serious trouble.

3. Instruct students to fill out the student worksheet, either individually or in small groups. (There is also a teacher worksheet with examples.)
4. Discuss worksheets as a group and the choice of various alternatives.
5. Discuss consequences of various choices. Share with students that sometimes there is no perfect answer! A person must decide which alternatives seems the best under the circumstances.

closure

Discuss

Why is it difficult, at times, to identify the problem?

1. People and situations are complex.
2. Many times there is more than one problem.
3. We tend to feel emotional about some problems rather than objective. Using the problem solving method can help us be objective.

transfer

Pay attention to how you react to problems. Is it easy for you to be objective about problems and utilize the problem solving method? If the problem solving method is difficult for you, pay attention to what particular area is challenging and discuss difficulties with the class, parent or friend.

TEACHERS COPY

PROBLEM SOLVING LESSON 17
PROBLEM SOLVING WORKSHEET

DIRECTIONS: Read the following, then fill out the worksheet

Helping a Friend

Ted was really worried this time. He was scared stiff about Damien and didn't know what to do. It had started in Junior high school when he and Damien had tried drugs together. It was fun for a while, but last year Damien had talked Ted into trying PCP with him. The experience had really scared Ted and convinced him to quit using drugs.

Damien had continued using drugs. Ted was really the only friend Damien had left as most of the other guys would not have anything to do with him. They felt he was always acting too strangely.

Ted was at a loss as to what to do. He knew that Damien needed to get help, yet Damien would not go and get it. He kept saying that he was in control and could handle it. Ted did not want to betray his friend, yet he also did not want Damien to hurt himself or get into serious trouble.

1. STATE THE PROBLEM AND THE FEELING (You may see several problems; place a check mark by the one you feel is the problem that needs attention first.)
    1. PROBLEM: (Ted does not want to lose Damien's friendship) FEELING: (Worried)
    2. PROBLEM: (Damien is in physical danger using drugs) FEELING: (Scared)
    3. PROBLEM: (Ted wants to stop Damien from using drugs) FEELING: (Concern, helpless)
2. STOP AND THINK BEFORE YOU ACT (How could or what could Ted do to take a time out before taking any action?)
    1. (Take a deep breath, use a relaxation technique before trying to be objective.)
    2. (Sit down and think this through, setting aside time to work on this method.)
3. LIST THE ALTERNATIVES: (Do this first by brainstorming) / CONSIDER THE CONSEQUENCES: (Positive, negative)

LIST THE ALTERNATIVES: (Do this first by brainstorming)	CONSIDER THE CONSEQUENCES: (Positive, negative)
1. (Talk to Damien; try to convince him to stop)	1. (May listen, help) (May lose friend)
2. (Talk to counselor at school)	2. (Maybe find other ideas) (May not be able to get Damien to cooperate)
3. (Talk to parents)	3. (May find support) (Break confidentiality)
4. (Call the police)	4. (May get community help) (May get Damien arrested)

4. CHOOSE WHICH ALTERNATIVE YOU THINK (as an individual or group) WOULD BE THE BEST CHOICE TO IMPLEMENT FIRST: ____________________
5. Write a short PLAN of how Ted might try your chosen alternative:

   (Example: Call school counselor and make an appointment. Discuss problem and confidentiality; ask for ideas)
6. EVALUATE YOUR RESULTS: (How might Ted know if his problem solving plan worked?) (Has Damien received help and do they still have a friendship?)

PROBLEM SOLVING LESSON 17
PROBLEM SOLVING WORKSHEET

DIRECTIONS: Read the following, then fill out the worksheet

Helping a Friend

Ted was really worried this time. He was scared stiff about Damien and didn't know what to do. It had started in Junior High School when he and Damien had tried drugs together. It was fun for a while, but last year Damien had talked Ted into trying PCP with him. The experience had really scared Ted and convinced him to quit using drugs.

Damien had continued using drugs. Ted was really the only friend Damien had left as most of the other guys would not have anything to do with him. They felt he was always acting too strangely.

Ted was at a loss as to what to do. He knew that Damien needed to get help, yet Damien would not go and get it. He kept saying that he was in control and could handle it. Ted did not want to betray his friend, yet he also did not want Damien to hurt himself or get into serious trouble.

1. STATE THE PROBLEM AND THE FEELING (You may see several problems; place a check mark by the one you feel is the problem that needs attention first.)
    1. PROBLEM: ________________ FEELING: ________
    2. PROBLEM: ________________ FEELING: ________
    3. PROBLEM: ________________ FEELING: ________
2. STOP AND THINK BEFORE YOU ACT (How could or what could Ted do to take a time out before taking any action?)
    1. ________________
    2. ________________
3. LIST THE ALTERNATIVES: (Do this first by brainstorming)

LIST THE ALTERNATIVES: (Do this first by brainstorming)	CONSIDER THE CONSEQUENCES: (Positive, negative)
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________
4. ________________	4. ________________

4. CHOOSE WHICH ALTERNATIVE YOU THINK WOULD BE THE BEST CHOICE TO IMPLEMENT FIRST:

    ____

5. Write a short PLAN of how Ted might try your chosen alternative:
6. EVALUATE YOUR RESULTS:

PROBLEM SOLVING

LESSON 18

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF STEP ONE OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP ONE OF THE SIX-STEP "THINK-IT-THROUGH" PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE "THINK-IT-THROUGH" PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP ONE.

materials Problem Situation Cards, paper, pencils/pens, magazine

activity

1. Review the six steps of the THINK-IT-THROUGH PROBLEM SOLVING METHOD (Problem Solving Lesson No. 16.)
2. Pass out Problem Situation Worksheet.
3. Select a student to read the situation aloud and call on students to identify the problem associated with the situation.
4. Discuss each situation and feelings about the problem.
5. Direct students to:
   - Choose magazine pictures that have a lot of action and carefully examine what is happening.
   - Write down the thoughts and feelings that might be going through the head(s) of the character(s) in the pictures.

   Use the IN WHAT WAYS MIGHT . . . . . format.

   Example: A picture of a group of children playing baseball is presented. There is one child standing to the side, alone, staring wistfully at the other children.

   IN WHAT WAYS MIGHT the other child join the children? (ask to join the game, smile and say hello)

IN WHAT WAYS MIGHT one of the baseball players include the lonely child? (introduce him/herself, begin a conversation)

IN WHAT WAYS MIGHT we be more aware of body language? (look closely at the child's facial expression and posture)

6. Share pictures and problem solving formats.

closure

Discuss:

- It is important to identify the feelings associated with a problem. (Second half of Step One of the THINK-IT-THROUGH method)
- How recognizing feelings helps us to understand the irrational and the rational thoughts going through our minds.
- Identifying feelings helps us to scrutinize various alternatives and to assess the consequences of a problem.

transfer

Think of a problem you have now or have had recently. What feelings are/were associated with the problem?

PROBLEM SOLVING LESSON 18

PROBLEM SITUATION CARDS

1. Your dog has followed you to school and you don't realize it until you are almost on the campus. Your parents have both left for work. No one is home. During your first period class, you are scheduled to take a very important mid-term test. You need to do really well on it as you have a C- average for the class.

The problem is ____

I would probably feel ____

- -

2. You are sitting in drafting class. Someone walks by and bumps your arm. The force of the bump was so hard that you accidently draw a big line across the paper and it tears. The person who bumped you didn't even stop to apologize. They just keep on walking.

The problem is ____

I would probably feel ____

- -

3. Janet doesn't hear the alarm clock go off. She wakes up and discovers that she has over-slept. She rushes to the bathroom, but her sister is in there. She knows that when her sister goes into the bathroom, she dawdles and fools around, taking at least a half an hour. Janet has to be at school in half an hour! She asks her sister to please hurry, and she ignores Janet by turning up the bathroom radio even louder.

The problem is ____

Janet would probably feel ____

- -

4. Rene witnesses a friend taking money from their teacher's purse when the teacher is called away to the office. Rene and her friend are in the classroom alone with the teacher, planning the end-of-the-year homeroom party.

The problem is ____

Rene would probably feel ____

PROBLEM SOLVING

LESSON 19

lesson objective TO FURTHER DEVELOP AWARENESS OF STEP ONE OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP ONE OF THE THINK-IT-THROUGH SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP ONE.

materials Scripts A, B, and C

activity

1. Discuss:
   A. Step one of the THINK-IT-THROUGH PROBLEM SOLVING METHOD (Identify the Problem and the Feeling)
   B. The importance of identifying feelings once the problem has been established.
2. Divide students into three groups and label A, B, and C.
3. Pass out Scripts A, B, and C to groups A, B, and C.
4. Instruct groups to complete scripts, using words or phrases related to feelings.

   It may be necessary to help students by asking them to think about:
   - What the character is feeling
   - What is causing the character to feel a particular way
   - How the character expresses his/her feelings
   - What others are involved and how do they feel
5. Ask each group to role-play their script for the class.

closure

Discuss:

- The problems identified in each script
- The main characters' feelings
- The cause of these feelings
- How you are aware of these feelings
- How scripts are alike/different

transfer

Think of how you would feel as the main character of each script.

PROBLEM SOLVING LESSON 19

DIRECTIONS: Read the following and fill in the script. You may make up your own ideas about the conversation. Remember to identify the problem and the feeling first! (You may use the back of the paper if your script is longer.)

SCRIPT A

Jerry came to the counselor because he was very nervous when speaking before groups. His throat became dry, his voice cracked, and he stuttered so badly that often he had to abandon his speech entirely and sit down in humiliation and frustration. Many times when this happened, other students snickered at him and laughed behind his back.

Jerry had just gotten a job for the summer working for an advertising firm as an errand boy. The job was a wonderful opportunity for him because he was seriously considering majoring in advertising when he went to college. The problem with the job in advertising was that it required him to give oral reports in group meetings. He came to the counselor to talk it over.

(Hint: identify problem and feelings first, then think of some alternatives.)

Jerry: ____

____

Counselor: ____

____

Jerry: ____

____

Counselor: ____

____

Jerry: ____

____

Counselor: ____

____

Jerry: ____

____

Counselor: ____

____

PROBLEM SOLVING LESSON 19

DIRECTIONS: Read the following and fill in the script. You may make up your own ideas about the conversation. Remember to identify the problem and the feeling first! (You may use the back of the paper if your script is longer.)

SCRIPT B

Lucy heard the loud crack of a shot. She braced her feet and toes and pushed with all her strength into the water. She barely noticed the cold water as her arms stretched faster and faster. The next two swim meets would determine who would represent her high school at the state finals. Lucy felt her arms ache as she pushed them beyond her normal stroke range. As she reached the finish she discovered that Mary Lou had finished first and Candy second. Lucy was third. Not good enough to make it to the finals.

Later, talking with her coach, Lucy asked what she could do to improve her time before the next meet. Her coach told her that she needed to practice, at least two more hours a day than she was already.

"But how can I?" asked Lucy. "I have a huge exam next week, an overdue term paper and the Christmas dance is Friday. All I do now is swim!"

"Let's talk this over." said her coach. "What are your choices at this point, Lucy?"

Lucy:

Coach:

Lucy:

Coach:

Lucy:

Coach:

PROBLEM SOLVING LESSON 19

DIRECTIONS: Read the following and fill in the script. You may make up your own ideas about the conversation. Remember to identify the problem and the feeling first! (You may use the back of the paper if your script is longer.)

SCRIPT C

How embarrassing! Lane felt his face turn red and his palms, already sweaty from calling Ria, were shaky too. I should never have called her! She must think I am an idiot! I should have known she had a date for Saturday's game. Lane took a deep breath and sighed. He sat on the couch to think about his experience.

Lane had liked Ria since school first started this year. It had taken him two months to begin saying Hi to her on the campus and several weeks to get up the courage to call her. He had planned on calling her every day this week, yet waited until Thursday night. And he was too late. More that that, he did not know how she felt about him. He had gotten off the phone without talking very much at all. He did not try to ask for another date. Lane decided to call his older sister who had her own apartment. She might be able to help me think this one through,thought Lane. He was relieved as he heard his sister's voice answer the phone.

Lane: ____

____

Sister: ____

____

Lane: ____

____

Sister: ____

____

Lane: ____

____

Sister: ____

____

PROBLEM SOLVING

LESSON 20

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF STEP TWO OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP TWO OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP TWO.

materials None

activity

1. Discuss:
   - Step One of the THINK-IT-THROUGH PROBLEM SOLVING METHOD and list on board:

     STATE THE PROBLEM AND FEELING
2. Introduce:
   - Step Two of the THINK-IT-THROUGH METHOD and list on board:

     STOP AND THINK BEFORE YOU ACT
3. Read the following to the class:

   "Where is my Mother when I need her?" screamed Linda to herself.

   Linda had a date with Jim in the evening and was planning to wear her new jeans. The trouble was that she had forgotten to hem them, and now she had only an hour until Jim arrived. She was trying to do a hurried job, using her Mom's new sewing machine. Linda had never used the machine before and was having trouble adjusting the stitch length. First the stitches were too long, then too short. When Linda pushed the machine's pedal full force, it jammed and the needle broke.

---

* This lesson may be used in conjunction with Stress Management Lesson 26.

After a few obscenities, Linda muttered, "Why does this stupid machine have to act up now? Oh, forget it!" She jerked the pants out of the grasp of the machine. As she pulled, the broken needle caught on the material and made a huge snap along the front leg. Linda threw them down in disgust and stalked out of the room, slamming the door behind her.

4. Discuss:
   - Linda's problem and how she felt (Step one)
     (Hemming the jeans in time to wear that night, she felt frustrated, angry, disgusted, rushed, and upset.)
   - How did Linda handle the problem?
     (Impulsively)
   - What could have been a more positive way to handle the problem?
     (Hem the jeans by hand; call her Mother and ask how to run the sewing machine; wear something else and ask her Mom to help her hem the jeans another time)
   - What were the consequences of Linda's hurrying?
     (She bacame upset; probably ruined the jeans and possibly broke her Mom's sewing machine; she didn't get to wear the new jeans on her date)
   - At times we become so upset we often act impulsively, do not attack problems calmly and rationally.
   - Step Two of the THINK-IT-THROUGH PROBLEM SOLVING method helps combat negative feelings so that a problem can be solved more effectively.
5. Introduce Step Two:
   - Stop Breath technique

     Suggestion: Teacher model Stop Breath technique for students
   - Short inhale (2 counts)
   - Long exhale (3 counts)
   - Closing eyes is optional
   - Remember: The Stop Breath is similar to a sigh. It is to be repeated continuously at least 3-5 counts.

6. Discuss:

   - How the Stop Breath feels for you
   - Any difficulties
   - The relaxed feeling
   - When using the six step THINK-IT-THROUGH PROBLEM SOLVING METHOD, taking a few Stop Breaths at Step Two will release tension and help focus attention on the issues. This is the time to think of positive self-statements to help solve the problem.

     Examples:
     - If I relax and concentrate, I can solve this problem with no sweat.
     - If I do not get it right the first time, that's okay. No one is going to hate me forever. I'll just try it again.

closure

Discuss:

- How can the Stop Breath help in stressful situations?
  It gives a time out to
  (1) give ourselves positive self talk and
  (2) think rationally.

transfer

Practice the Stop Breath technique while watching television and when falling asleep.

PROBLEM SOLVING

LESSON 21

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF STEP THREE OF THE THINK-IT-THROUGH PROBLEM SOVLING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP THREE OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP THREE.

materials Script

activity

1. Review:
   - Step One and Two of the THINK-IT-THROUGH METHOD and list on the board.

     STATE THE PROBLEM AND FEELING

     STOP AND THINK BEFORE YOU ACT
2. Introduce:
   - Step Three of the THINK-IT-THROUGH PROBLEM SOLVING METHOD

     LIST YOUR ALTERNATIVES
3. Review and discuss:

- Alternatives:	The possible choices available in solving a problem
- Known Alternatives:	Alternatives that are known
- Unknown Alternatives:	Alternatives that exist or can be created, that are not, at first, recognized

4. Discuss the following:

   - After identifying the problem and the feelings that go with the problem (Step One), and stopping to really think it through while taking a few deep breaths (Step Two), it is time to identify all the alternatives (Step Three).

   - Initially, it is important to consider all alternatives.

   - Many times the least likely alternative will become an important alternative.

5. Distribute copies of the script and have the class read it over, then discuss:

   - What did you notice about the characters?
   - What was Lucy's problem and how did she feel? (She might have felt trapped angry, frustrated.)
   - What were Lucy's alternatives? BRAINSTORM! (go home, set a time limit with husband as to how long they would continue trying to make a go of it before changing careers, get a dog, find new interests)

OPTIONAL ACTIVITIES

6. Role-play situations listed below. After each situation is completed, ask students to work through the first three steps of the THINK-IT-THROUGH PROBLEM SOLVING METHOD, determining as many alternatives as possible. The more creative the better.

   Situation 1 You have a problem and want to talk with someone about it. You think the counselor at school is really nice and you want to set up an appointment. You are so nervous that you could scream.

   Situation 2 Your best friend has asked you to go to a beach party. Most of the kids invited will be older, and you guess that there will be a lot of drugs. You doubt if your parents would let you go, but you don't want to let your friend down or have your friend think you are chicken.

   Situation 3 You borrowed your brother's new corduroy jacket without permission. Someone in cermanics class accidently spills paint on the leather elbow patch. If you don't tell your brother, he is going to start asking about.

closure

- What is helpful about realizing there known and unknown alternatives? (That nothing is fixed and that possibilities exist.)
- Even though it may seem time consuming, how can exploring alternatives be helpful? (The time investment may allow for better and more workable choices.)

transfer

At home tonight notice how people on TV think through alternatives. What are their consequences?

PROBLEM SOLVING LESSON 21

SCRIPT

CHARACTERS:
Narrator
Jackson (the bass player)
Frank (member of group)
Lucy (married to bass player)
Becky (Frank's wife)

Narrator: THE TURNOUT TONIGHT AT THE CLUB WAS POOR. THE MEMBERS OF "SWEET DREAMS," A COUNTRY WESTERN BAND, FELT SURE THAT WHEN THE LAST NIGHT OF THIS ONE-WEEK STAND WAS UP THEIR CONTRACT WOULD NOT BE RENEWED.

LUCY, THE BASS PLAYER'S WIFE, SANK TIREDLY DOWN INTO THE COFFEE SHOP BOOTH WITH THE REST OF THE BAND MEMBERS.

Jackson: HEY, BABE, YOU LOOK TIRED TONIGHT. I SAW YOU OUT IN THE AUDIENCE AND YOU DIDN'T EVEN SMILE AT ME! WHAT'S THE MATTER? DON'T YOU LIKE MY PLAYING ANYMORE?

Lucy: OH, JACKSON. . . I DON'T KNOW WHAT'S WRONG. I'M JUST TIRED I GUESS. TIRED OF EVERYTHING.

Frank: BEING THE WIFE OF A BAND MEMBER SURE ISN'T WHAT EVERYONE SAYS IT'S LIKE, IS IT LUCY? THIS LOUSY FOOD, NO SLEEP, A DIFFERENT TOWN EVERY WEEK . . . IF WE'RE LUCKY.

Lucy: YEAH, DID I HAVE GLAMOROUS EXPECTATIONS! LIMOS, PARTIES, MAIDS, YOU NAME IT.

Jackson: OH, IT ISN'T ALL THAT BAD. WHO KNOWS? MAYBE IN THE NEXT TOWN SOME PRODUCER WILL BE IN THE AUDIENCE AND WILL WANT US TO RECORD FOR HIS LABEL. THEN WE'LL HAVE IT MADE.

Frank: BESIDES THIS IS WHAT I WANT TO DO WITH MY LIFE. AS ROUGH AS IT GETS, I WOULDN'T WANT IT ANY OTHER WAY.

Becky: ME TOO. I LIVE FOR THE DREAM I GUESS. SOMETIMES, THOUGH I GET TIRED. LIKE RIGHT NOW.

Frank: BUT OUR NEXT BOOKING LOOKS GOOD. I THINK WE'LL HAVE SOME GREAT CROWDS IN PORTERVILLE.

Jackson: LUCY, WHAT'S THE MATTER? YOU SEEM FRUSTRATED.

Lucy: I AM, JACKSON. I WANT SOMETHING DIFFERENT. I WANT A HOME, CHILDREN. . .A DOG! I'M JUST NOT HAPPY NOW. I DON'T KNOW WHAT TO DO. I KNOW HOW IMPORTANT THE BAND IS TO YOU AND I DON'T WANT TO DISAPPOINT YOU.

Becky: THIS AFFECTS ALL OF US. LET'S TALK ABOUT WHAT IS GOING ON HERE.

Frank: WHAT IS THE REAL PROBLEM?

Jackson: I THINK IT'S THAT WE ALL HAVE GOTTEN TIRED OF BEING ON THE ROAD, ESPECIALLY LUCY. AND LUCY, YOU'RE IMPORTANT TO ME.

Lucy: THANKS, JACKSON. I APPRECIATE ALL OF YOU TAKING THE TIME TO LISTEN TO THIS PROBLEM.

Becky: IT'S ONE WE ALL SHARE FROM TIME TO TIME. HOW ARE YOU FEELING?

Lucy: I FEEL LIKE CRYING, REALLY UPSET.

Frank: JUST TAKE A FEW MINUTES, LUCY. IT'S OKAY WITH ME IF YOU WANT TO CRY.

Jackson: I FEEL SAD TOO. I WISH THINGS WOULD WORK OUT FASTER, THAT WE WOULD BE ABLE TO RECORD ONE OF OUR SONGS.

Becky: THAT'S JUST IT. YOU GUYS ARE SO TALENTED. IT JUST SEEMS TO TAKE FOREVER.

Frank: WELL, WHAT ARE OUR CHOICES? WHAT DO YOU NEED LUCY?

Lucy: ONE CHOICE I HAVE IS TO GO BACK HOME UNTIL YOU ARE FINISHED WITH THIS TOUR.

Jackson: BUT I'LL MISS YOU.

Frank: HOLD IT, JACKSON. LET'S JUST THINK OF ALL THE ALTERNATIVES WE HAVE, NOT THE CONSEQUENCES YET!

Becky: ANOTHER ALTERNATIVE WOULD BE TO HAVE ALL OF US GO HOME AND CUT THE TOUR SHORT. I KNOW YOU COULD PLAY AT THE COWBOY AGAIN.

Jackson: WE COULD ALSO FIND OTHER THINGS TO DO ON THE TOUR. WE HAVE NOT DONE ANYTHING BUT PRACTICE AND PLAY.

Lucy: I WONDER IF I COULD FIND A DOG THAT LIKES TO BE OUT ON THE ROAD!

Becky: THAT'S AN IDEA!

Frank: I'M SURE THERE ARE MANY CHOICES FOR US. LET'S THINK ABOUT THESE ALTERNATIVES AND GET TOGETHER FOR BREAKFAST.

Jackson: SOUNDS GOOD TO ME, FRANK. LET'S GO TALK SOME MORE, LUCY. SEE YOU GUYS LATER.

—PLUS—

Promoting Learning & Understanding of Self

PROBLEM SOLVING

LESSON 22

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF STEP FOUR OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP FOUR OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP FOUR.

materials Script Worksheet, Name that Consequence Cards, pencils/pen

activity

1. Review:

   - Steps One, Two, and Three of the THINK-IT-THROUGH PROBLEM SOLVING METHOD and list on the board.

     STATE THE PROBLEM AND FEELING

     STOP AND THINK BEFORE YOU ACT

     LIST YOUR ALTERNATIVES

2. Introduce:

   - Step Four of the THINK-IT-THROUGH METHOD and list on the board

     CONSIDER THE CONSEQUENCES

3. Review and discuss:

   - Consequence: A result, either positive or negative, of a behavior. In problem solving, a consequence is the result of putting a chosen alternative into action. It is most important to view these possible consequences, prior to problem solving.

-- Examples of positive and negative consequences

Positive Consequence:	Susan studies hard for a test and gets an "A".
Negative Consequence:	Jenny does not study for the test and fails.

4. Remember:
   1. It is important to REVIEW both positive and negative consequences when problem solving.
   2. LOOKING AHEAD at the possible outcomes of certain alternatives saves time and helps one to choose the best solution.

5. Direct students to read the example problem on the worksheet and (either individually, in pairs or groups) brainstorm for alternatives, identifying possible consequences. Discuss options when activity is over.

OPTIONAL ACTIVITY

6. "Name that Consequence Game"
   1. Divide class into two teams.
   2. Team members take turns drawing a situation card.
   3. The team has 2 minutes after reading the card to write down 3 alternatives with a positive and negative consequence for each.
   4. The team earns 10 points if the task is completed within the time frame.
   5. An extra point is earned for each additional alternative with a positive and negative consequence.

closure

1. What types of problems can you think of that determining consequences is particularly helpful?

   (In relationships, with friends, on the job, with the boss)

transfer

Present to family members a problem situation from the NAME THAT CONSEQUENCE game. Listen to how each family member would solve the problem. Notice if any of your family members determined the consequences before solving the problem.

193

TEACHER'S COPY

PROBLEM SOLVING LESSON 22

THE GIFT

DIRECTIONS: Read the following short story. Then fill out your ideas for alternatives, listing positive and negative consequences.

Dale was happy and worried at the same time. Delores, a girl that he had taken out a few times to school events and liked very much, had called him before school this morning. As Dale ate his cinnamon toast and talked with Delores, she asked him if he would like to be her date at her sister's surprise party on Friday. Dale said yes immediately and told Delores he would see her at school to discuss the details. After hanging up the phone and stuffing his mouth with the rest of the cinnamon toast, Dale realized that a surprise birthday party probably meant buying a present. After taking Delores out last week and paying for his stereo payment and his car insurance, Dale did not have one penny left and he would not get paid again from his part time job until next Wednesday. He did not want to ask his mom for money as his father had just gone back to work after being laid off and there was no extra money in his family. Dale tried to think of some alternatives:

** Listed below are some examples in case students need some assistance:

1. SOLUTION: (Dale could tell Delores he could not go to the party after all.)

   Possible Positive Consequence: He would not have to buy a present.

   Possible Negative Consequence: Dale would not be able to spend time with Delores at an important event.

2. SOLUTION: (Dale could write a card, with an IOU coupon for a record)

   Possible Positive Consequence: He would not spend any money.

   Possible Negative Consequence: Delores and her sister might think it was dumb.

3. SOLUTION: (Dale could try to borrow money from his friend, Larry)

   Possible Positive Consequence: He would be able to buy the present.

   Possible Negative Consequence: Larry might say no.

4. SOLUTION: (Dale could go without a present or card and do something special another time.)

   Possible Positive Consequence: He would be able to go and see Delores.

   Possible Negative Consequence: Delores might wonder why he was not able to buy a gift.

5. SOLUTION: (Dale could tell Delores his problem and discuss it with her)

   Possible Positive Consequence: She might accept his honesty and help him.

   Possible Negative Consequence: She might not like it if he were to ask for her ideas.

PROBLEM SOLVING LESSON 22

THE GIFT

DIRECTIONS: Read the following short story. Then fill out your ideas for alternatives, listing positive and negative consequences.

Dale was happy and worried at the same time. Delores, a girl that he had taken out a few times to school events and liked very much, had called him before school this morning. As Dale ate his cinnamon toast and talked with Delores, she asked him if he would like to be her date at her sister's surprise party on Friday. Dale said yes immediately and told Delores he would see her at school to discuss the details. After hanging up the phone and stuffing his mouth with the rest of the cinnamon toast, Dale realized that a surprise birthday party probably meant buying a present. After taking Delores out last week and paying for his stereo payment and his car insurance, Dale did not have one penny left and he would not get paid again from his part time job until next Wednesday. He did not want to ask his mom for money as his father had just gone back to work after being laid off and there was no extra money in his family. Dale tried to think of some alternatives:

LIST THREE ALTERNATIVES FOR DALE AND WRITE POSITIVE AND NEGATIVE CONSEQUENCES FOR EACH:

1. SOLUTION: ______________________________

   Possible Positive Consequence: ______________________________

   ____

   Possible Negative Consequence: ______________________________

   ____

2. SOLUTION: ______________________________

   Possible Positive Consequence: ______________________________

   ____

   Possible Negative Consequence: ______________________________

   ____

3. SOLUTION: ______________________________

   Possible Positive Consequence: ______________________________

   ____

   Possible Negative Consequence: ______________________________

   ____

I think the best possible solution would be number ____________.

PROBLEM SOLVING LESSON 22

NAME THAT CONSEQUENCE SITUATION CARDS

John had wanted to buy a boat for a long time. He had taken a sailing class through the parks and recreation department and often helped his uncle Pete sail his boat. Uncle Pete told John that a friend of his had a little sailboat for sale that would be perfect for John. It was a good buy at $600.00--as it was easily worth $1,200. But John only had $150 saved.

Jenny did not know what to do. Her girlfriend Lila told her that Sam was going to ask Jenny to the upcoming dance. Sam was okay, but the dance was three weeks away. She really wanted to go with David and she was still hoping David would call. Lately she heard rumors that he had a girlfriend at another school.

Mark had worked and saved for a long time in order to buy the components for his new stereo. He had found them at a bargain sidewalk sale. His receipt said "No returns." As he began to assemble and test the components, he heard the sound and realized that he was not getting any stereophonic effect. He checked his connections to make sure they were secure, but again there was no stereo sound. "What if these parts are no good?" he wondered.

Billie had had it! It was bad enough that she had to share a room with her younger sister, but to see that her private dresser drawer had been broken into and that her sister and her friends had read her diary was just too much! Now they would probably tell her secrets about Sean to the whole world.

NAME THAT CONSEQUENCE SITUATION CARDS

"Lester, could I see you for a minute?" asked Lester's boss. It was 5:30 Friday afternoon, just half an hour before Lester's shift was over. The guys were picking him up on the way to the first basketball game of the season. "Sure, Mr. Phillips." "This is an emergency, Missy has called in sick tonight. I would really appreciate it if you could work for her," stated Mr. Phillips.

The current fad was for guys to get crewcut haircuts. All of Chuck's best friends had gotten the new haircut and were trying to convince Chuck to do the same. "Come on, Chuck," said Andy. "You're the only one holding out. Don't you want to be cool like us?" It was true that Chuck thought he needed a haircut. Hair past your shoulders was definitely nowhere, but . . .

Mitzi was walking home from the beach late one afternoon. Because it was late, the street was practically deserted. She passed a car with the windows rolled down. Mitzi could not help but notice that in the back seat sat one of the nicest beach chairs she had ever seen. She had seen that kind at the hardware store where they sold for at least $40. "I sure could use a new beach chair, this one I have is falling apart. Whoever owns this one must not care much about it or else he would have locked the car," Mitzi said to herself.

Nick had been warned several times by his dad not to hang out with the other kids at the local shopping center, after dark. According to his father, it wasn't safe and he would just get into trouble. Nick had stuck by his dad's wishes for the past couple of weeks, but tonight was different. Tina Miller said she would be there shopping and Nick just had to see her. Nick thought that if he told his dad he was going over to Tommy's to study chemistry, his dad would never suspect that he had gone to the shopping center instead.

PROBLEM SOLVING

LESSON 23

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF STEP FIVE OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP FOUR OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP FIVE.

materials Problem Solving Worksheet

activity

1. Review:
   - Steps One, Two, Three, and Four of the THINK-IT-THROUGH PROBLEM SOLVING METHOD and list on board.

     STATE THE PROBLEM AND FEELING

     STOP AND THINK BEFORE YOU ACT

     LIST YOUR ALTERNATIVES

     CONSIDER THE CONSEQUENCES
2. Introduce:
   - Step Five of the THINK-IT-THROUGH METHOD and list on the board

     IMPLEMENT YOUR PLAN
3. Discuss:
   - After working through Steps 1-4 and choosing an alternative, it is time to put that plan into action.
   - During this time, it is extremely important to use the technique of positive self-talk
   - Positive self-talk helps to solve a problem quickly and to your best advantage

4. Present the following model for the students, aloud, then ask them to fill out the Student Worksheet.

(Teacher examples for worksheet)

SITUATION: Mora found out this morning that her best friend's boyfriend, Doug, was taking someone else to the Christmas dance. Laurie had her heart set on going with Doug and was planning on buying her dress soon. Many of the other kids were aware that Doug had asked someone else and were talking and laughing behind Laurie's back

What can Mora do?

STEP ONE: STATE THE PROBLEM AND FEELING

(Mora does not know what to do to help her friend, if she should tell her the bad news or not. Mora feels nervous, anxious, frustrated, sad.)

STEP TWO: STOP AND THINK BEFORE YOU ACT

(Mora decides to go into her bedroom, shut the door, and listen to records in order to think things through carefully before making a decision.)

STEP THREE: LIST THE ALTERNATIVES
and
STEP FOUR: CONSIDER THE CONSEQUENCES

(Examples)

(Step 3) LIST THE ALTERNATIVES	(Step 4) CONSEQUENCES
1. Don't say anything.	1. Mora will not bring Laura any bad news, but Laura may find out from somebody else and that may be even worse.
2. Tell her friend what she knows.	2. Laurie might get really upset, yet Mora would be there to help her.
3. Talk to Doug and ask him to tell Laurie the truth.	3. Doug might tell her to get lost or he might follow her advice. But Laurie might not like the fact she told Doug what to do.
4. Talk to her older sister and ask her for advice.	4. Her older sister might be able to help, yet Mora eventually has to make a decision herself.

CHOOSE ONE AND IMPLEMENT YOUR PLAN:

(Example)

#2. Right now I will go see my sister and ask her to listen to me. I will make up my mind tonight.

5. Discuss the different alternatives and plans with students. (Let them share their ideas and point out the positive aspects of each one.)

closure

Discuss:

- It is often easy to think of solutions and harder to put one into action.
- Positive self talk can give us the positive support to begin our plan of action.
- What is the worst thing that can happen?

  (We may have to go back to the drawing board and choose another alternative or start over.)

transfer

Notice how you solve minor problems at home (what to wear, what TV show to watch, etc.) Practice the problem solving steps with these minor problems or decisions and see how quickly you can decide.

PROBLEM SOLVING LESSON 23

THE DILEMMA

READ THE FOLLOWING AND FILL IN THE SPACES BELOW.

SITUATION: Mora found out this morning that her best friend's boyfriend, Doug, was taking someone else to the Christmas dance. Laurie had her heart set on going with Doug and was planning on buying her dress soon. Many of the other kids were aware that Doug had asked someone else, and were talking and laughing behind Laurie's back.

What can Mora do?

STEP ONE: STATE THE PROBLEM AND THE FEELING: ________________________________

____

STEP TWO: WHAT CAN MORA DO TO STOP AND THINK BEFORE SHE MAKES A DECISION? ______

____

STEP THREE AND FOUR: LIST FOUR ALTERNATIVES AND LIST CONSEQUENCES:

SOLUTION ONE: ____________________ CONSEQUENCE: ____________________

SOLUTION TWO: ____________________ CONSEQUENCE: ____________________

SOLUTION THREE: ____________________ CONSEQUENCE: ____________________

SOLUTION FOUR: ____________________ CONSEQUENCE: ____________________

STEP FIVE: CHOOSE AN ALTERNATIVE AND IMPLEMENT A PLAN. (What plan would you choose and how would you go about putting it into action? Think about how, where and when you would put the plan into action.)

____

____

____

____

____

PROBLEM SOLVING

LESSON 24

lesson objective* TO INTRODUCE AND DEVELOP AWARENESS OF STEP SIX OF THE THING-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS STEP SIX OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF SIX STEPS OF THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY STEP SIX.

materials THINK-IT-THROUGH Worksheet

activity

1. Review:
   - Steps One, Two, Three, Four, and Five of the THINK-IT-THROUGH PROBLEM SOLVING METHOD and list on board.

     STATE THE PROBLEM AND FEELING

     STOP AND THINK BEFORE YOU ACT

     LIST YOUR ALTERNATIVES

     CONSIDER THE CONSEQUENCES

     IMPLEMENT YOUR PLAN
2. Read the following to the class:

   Recently Nancy had been thinking a lot about what she was going to do after graduation. She was sure of one thing only, and that was that while she wanted advice and opinions from her relatives--especially her mom and dad, she wanted to make her own final decision.

   "I'm definitely going to move out of here," said Nancy to herself. She spent many afternoons daydreaming about living in her own apartment, furnishing it with huge plants and modern art posters. She could imagine the view from her living room window, the ocean crashing on the beach. These daydreams made Nancy even more determined to move out and she wanted to figure out a plan as soon as possible.

---

* This lesson may be used in conjunction with Stress Management Lesson 27.

3. Discuss:

   - Nancy's situation using the first five steps of the THINK-IT-THROUGH PROBLEM SOLVING METHOD
   - Nancy's goal
   - The action needed to achieve the goal
   - What you would do if you were Nancy

4. Introduce:

   - Step Six of the THINK-IT-THROUGH PROBLEM SOLVING METHOD.
   - This can be listed on the board and also on a THINK-IT-THROUGH PROBLEM SOLVING METHOD chart, upon which you have listed all steps involved in this method.

   EVALUATE YOUR RESULTS

5. Discuss with the class:

   - The hardest step in problem solving may be the step after you have acted (after you implement your plan).
   - For this step it is necessary to look at what you have done and to observe the consequences of your actions. This is called SELF-EVALUATION.
   - The following phrases and concepts are used in self-evaluation:
     - Are things like I thought they would be?
     - Did I accurately determine the consequences?
     - Am I satisfied with how things turned out?
     - If I solved the problem again, would I solve it differently?
     - Did anything happen that I did not plan on?
   - If the outcome is not satisfactory, it is necessary to return to Step Three. At this point, new alternatives can be developed based on new information or ideas, or one of the existing alternatives that was passed over may be selected. Then Steps Four, Five, and Six can be repeated.

6. Use the following problem with the class to practice the use of Step Six, EVALUATE YOUR RESULTS:

   - Sammy Joe needs a "B" on his algebra final in order to pass the course. He implemented a plan that included studying with a tutor from the local junior college three afternoons a week.

STEP SIX: EVALUATE YOUR RESULTS

Sammy Joe says to himself, "How did I do? I used my plan and I was good at studying with the tutor. I never missed a session. I practiced the algebra formulas by using worksheets supplied by my teacher. I received a score of 83 on the final, so I passed the course. I was good at memorizing the formulas, but I need to work on making fewer careless errors--I would have received a score of 90 if I had only been more careful. I feel great that I passed the course! Now I won't have to repeat it next semester or in summer school."

7. Discuss:

   - Go over Section 6 again, asking students to repeat the above exercise, speculating on different ways the situation might have turned out if the following had happened:
     - Sammy Joe had received a 62 on his final test.
     - Sammy Joe had decided to cheat and had been caught cheating on the test.

OPTIONAL ACTIVITY

8. Divide students into groups, asking each group to fill out the problem solving worksheet.

   The situation is this:

   - Sixteen year old Paul and his three buddies borrowed Paul's dad's car without permission while Paul's parents were out of town. While they were at a friend's house a hit and run driver dented the back fender. Paul's father noticed the dent as soon as he left for work on Monday morning. He called his wife and told her he wanted to talk to Paul as soon as he returned home that evening.

closure

As students begin filling out worksheets, discuss the following:

- How might Paul feel? His friends?
- What are Paul's alternatives? Does Paul have choices? if so, what might some of his choices be?
- How could Paul evaluate the results of his plan of action?

transfer

In other classes notice the different ways teachers evaluate students. Can you think of alternative ways that could be used to evaluate students?

PROBLEM SOLVING LESSON 24

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES	Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES	Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

PROBLEM SOLVING

LESSON 25

lesson objective TO FURTHER PRACTICE STEPS ONE THROUGH SIX OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY.

materials THINK-IT-THROUGH worksheet.

activity

1. Review:

   Usefulness of a THINK-IT-THROUGH worksheet.

2. TEACHER FOR A DAY activity

   Discuss and list on chalkboard the problems that students have in their classes.

   - Examples: My third period teacher is mean and doesn't like me.

     The science projects are too hard.

     English is so boring!

     I hate having to follow so many dumb rules in P.E. class.

   Ask the students to picture themselves as a high school teacher teaching a required lesson.

   Ask them to imagine the sounds and surroundings of the classroom, the faces and personalites of the students.

   Ask a volunteer student to lead a discussion of the problems a teacher faces teaching in a high school situation.

Volunteer teacher generates from the class a list of problems they might experience as teachers.

- Examples: Feeling that they receive no respect from students.

  Lack control of the class.

  Feeling that students are not really interested in learning.

Direct each student to choose a teacher problem from the list and work it through independently, using the THINK-IT-THROUGH worksheet.

Discuss the various solutions.

3. List on the board problems the students are experiencing in math.

   - Examples: percentages; fractions; algebra; geometry

4. Use the following to demonstrate the usefulness of the THINK-IT-THROUGH method in working board problems.

   Put this example column addition problem on board:

$$\begin{array}{r} 94 \\ 23 \\ 12 \\ 90 \\ 77 \\ \underline{12} \\ (287) \end{array}$$

STEP ONE: "Okay, this is an addition problem, and I'm nervous because the whole class is watching me work this out at the board, but I am confident that I can do it correctly because I will take my time and work it out carefully."

STEP TWO: "I'll take a couple of deep breaths before I begin. I have to add this column of numbers correctly."

STEP THREE: (a) I can add the one's column up first from top to bottom and carry the number to the ten's column, going slowly.

(b) I can add the numbers up in my head and write down the answer I come up with.

(c) I could separate the six numbers into two problems, add the two problems, then, add those sums together.

STEP FOUR: (a) By going slowly and systematically, I'll have a good chance of getting the correct answer.

(b) Chances are I might make a mistake by doing the problem in my head!

(c) This way will take too long and I'll never get the math problem done!

STEP FIVE: "Okay, I have to add the one's column of numbers from top to bottom. I know I can do it if I just go slowly and concentrate. Now, this number plus this equals. . .then . . . that's it, I'm getting it. Good!

STEP SIX: "How am I doing? I'm doing fine. This isn't as bad as I thought it would be. I know I can do it correctly and successfully--on the board here, and the rest of the page at my seat later."

5. Ask students to work out a math problem using the THINK-IT-THROUGH note pads and discuss results.

   Students may need assistance in determining alternatives and consequences. This may be a good opportunity to use group brainstorming techniques.

closure

Discuss:

- The application of the THINK-IT-THROUGH method when solving classroom management and math problems.

transfer

Notice the way other students in your math class solve math problems. If you feel comfortable, show your math teacher the THINK-IT-THROUGH technique and ask for his/her reactions.

PROBLEM SOLVING LESSON 25

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES

Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES

Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

PROBLEM SOLVING

LESSON 26

lesson objective TO FURTHER PRACTICE THE THINK-IT-THROUGH PROBLEM SOLVING METHOD

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD.
2. GIVEN A LIST OF THE SIX STEPS OF THE THINK-IT-THROUGH PROBLEM SOLVING METHOD, STUDENT WILL IDENTIFY THEIR CORRECT ORDER.

materials THINK-IT-THROUGH worksheet, Career Cluster Sheet

activity

1. Brainstorm and list on the board the school subjects that students could use the THINK-IT-THROUGH method with successfully.
   - Once a list is completed, ask students to discuss a task related to those subjects and work through examples using the method.

Example: Reading

- STEP 1: I need to read this chapter for my literature class by tomorrow, and I'm getting panicked that I won't remember or understand what I read.
- STEP 2: Okay, I'll just relax, rub my neck for a minute and plan out my strategy.

STEP 3 - Alternatives	STEP 4 - Consequences
(a) I can skim the paragraphs and try to pick out the main ideas.	(a) Could be risky. I might miss some of it and be embarrassed if I'm called on.

STEP 3 - Alternatives	STEP 4 - Consequences
(b) I could just forget it.	(b) Also risky. I could fail the test, which would lower my grade average in the class.
(c) I could summarize each paragraph on paper and read over all the notes until I feel as if I know it all.	(c) Sounds good, but it might take too long. Sounds boring, too.
(d) When I'm reading I can look for the main idea, jot down important details, consider the order of events, and the motives of the main characters.	(d) Sounds okay, and won't take as long as "c." It might be complicated though.

- STEP 5: I'm going to implement alternative "d." First, when I get home from school today, I'm going to get a bite to eat. After that I'm going to go into my room, sit at my desk, and open the book to the appropriate chapter. As I read slowly, I'm going to pay careful attention to the chapter's main ideas. If I get confused, I'll stop, go back and reread the parts that confused me. I don't expect to understand and remember the whole thing, but I can remember how the events are ordered and the motives of the main characters.

- STEP 6. Well, I feel good about what I've read. I jotted down a few notes so I can refer back to them if I need to. I feel good that I finished the task and confident if the teacher calls on me tomorrow.

2. Direct students to six-step worksheet. Have them work individually or in pairs to work through a school problem. Have the groups share their ideas.

OPTIONAL ACTIVITY

3. Discuss the way occupations can be classified.
   - Occupations of work may be divided into twelve basic categories.
   - Occupations in each category include workers with similar interests and preferences.
   - Within each category, job qualifications differ, based on the following worker qualifications:
     - Level of education
     - Specific training and experience
     - Preference
     - Ability to adjust to different types of working conditions
     - Level of aptitudes (ability to learn)
     - Physical capacities

4. Distribute Career Cluster Sheet.

5. Discuss categories and elicit other job examples.

   - Choose one category students might be interested in and three possible occupations that could fall into that category.
   - Using THINK-IT-THROUGH worksheet, ask students to explore each job possibility.
   - Emphasize importance of weighing all available information (level of education, training, aptitudes, etc.).

closure Share results of Career Cluster Sheets.

transfer Look through the Want Ads and find three jobs that might fit into one of the categories.

PROBLEM SOLVING LESSON 26

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES	Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES | Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

PROBLEM SOLVING LESSON 26

CAREER CLUSTER SHEET

Artistic

Workers are in several of the creative or performing arts fields. Workers may enjoy literature, drama, music, dance, painting, sculpture, writing, or ceramics.

Examples: Dance Instructor
Musician
Comedian
Disk Jockey
Drama/Movie Critic

Scientific

Workers are interested in researching and collecting data about the natural world and applying them to problems in medical, life, or physical sciences.

Examples: Astronomer
Physicist
Pharmacist
Dentist
Anthropologist

Business Detail

Workers have an interest in activities requiring accuracy and attention to details, primarily in an office setting.

Examples: Secretary
Attendance Officer
Payroll Clerk
Cashier
Bank Teller
Teacher Aide

Industrial

Workers in this field have an interest in repetitive, concrete, organized activities in a factory setting.

Examples: Electronics Assembler
Inspector
Molder
Grain Processor
General Laborer

Authority

For those who are interested in using authority to protect people and property.

Examples: Crime Investigator
Fire Fighter
Game Warden
Ski Patroller
Life Guard

Mechanical

Workers in this field have an interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.

Examples: Electrical Engineer
Welder
Architect
Video Operator
Assembler

Persuasive

These workers have an interest in influencing others through sales and promotional techniques.

Examples: Sales Representative
Product Demonstrator
Auctioneer
Wedding Consultant
Owner of Business/Shop

Accommodating

Workers in this field are interested in catering to and serving the desires of others, usually on a one-to-one basis.

Examples: Flight Attendant
Host/Hostess
Waiter/Waitress
Hair Stylist
Chauffeur

PROBLEM SOLVING LESSON 26

CAREER CLUSTER SHEET

Nature

Workers are interested in the physical care of plants and animals, usually in an outdoor setting.

Examples: Landscape Gardener
Beekeeper
Racehorse trainer
Dog Catcher
Logger

Humanitarian

Workers in this field help individuals with their mental, spiritual, social, physical, or vocational concerns.

Examples: School Psychologist
Social Worker
Nurse
Dental Assistant
Crossing Guard

Social-Business

These people are interested in leading and influencing others through activities involving verbal or numerical abilities.

Examples: Financial Analyst
Business Programmer
School Teacher
Librarian
Urban Planner
Postmaster

Physical Performing

These workers have an interest in physical activities performed before an audience.

Examples: Juggler
Automobile Racer
Professional Golfer
Umpire
Jockey

* Adapted from Worker Trait Group Guide, by David Winefordner, published by Mcknight, Illinois, 1978.

PROBLEM SOLVING

LESSON 27

lesson objective TO REVIEW TERMS USED IN THE PROBLEM SOLVING SECTION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS TWO PROBLEM SOLVING TERMS.
2. GIVEN A LIST OF PROBLEM SOLVING TERMS, STUDENT WILL identify two.

materials THINK-IT-THROUGH worksheet, paper, pens/pencils

activity

1. Discuss:
   - We have spent several weeks learning to solve problems more efficiently and effectively.
   - We have learned about many techniques to help us feel better about ourselves while problem solving (positive self-talk).
   - The PROBLEM SOLVING METHOD can be used in a variety of situations (getting along with family and friends, academic situations, job searching, etc.).
   - This method can be used alone or in groups when a problem-solving situation occurs.
2. Divide students into dyads.
3. Instruct each group to create a problem situation, including:
   - At least three positive self-statements
   - At least three alternatives
   - At least three consequences
   - A situation where character(s) use the problem solving method

4. Discuss results.

    - Ask other students to share the positive self-statements, alternatives, consequences, problems, and the THINK-IT-THROUGH problem solving method.

5. Discuss

closure

Discuss:

- Ways the THINK-IT-THROUGH method will help students in the future.

transfer

Practice using the THINK-IT-THROUGH problem solving method the next time you are faced with a difficult situation.

THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

____

____

____

____

Step 2: STOP AND THINK BEFORE YOU ACT

____

Step 3: LIST YOUR ALTERNATIVES	Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

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Step 6: EVALUATE YOUR RESULTS

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THINK-IT-THROUGH PROBLEM SOLVING METHOD

Step 1: STATE THE PROBLEM AND FEELING

Step 2: STOP AND THINK BEFORE YOU ACT

Step 3: LIST YOUR ALTERNATIVES

Step 4: CONSIDER THE CONSEQUENCES

Step 5: IMPLEMENT YOUR PLAN

Step 6: EVALUATE YOUR RESULTS

Section III

PLUS

Stress Management

The following section teaches stress management skills and activities for the reduction of tension and the development of self-control in the high school student. Many of the relaxation techniques have been coordinated with lessons in the Social Skills and Problem Solving sections to further develop concepts and understanding of materials. It is suggested that the notes regarding the Stress Management section be read before implementing these exercises in your classroom.

BEST COPY AVAILABLE

DIRECTIONS FOR IMPLEMENTATION OF STRESS MANAGEMENT LESSONS

The following offers some important notes for the teacher about using stress management techniques with students in large and small groups.

1. Speak in an audible and soft voice.

2. Speak slowly and rhythmically, saying the words as you breathe out and pausing as often as you like. The pauses are very relaxing for students.

3. As students begin to relax and focus, you may have a student who has a particularly hard time relaxing. She/he may breathe heavily or his/her body may twitch. It is best to go over by that student and very gently pat her/him on the back. Keep talking in a soft and audible voice.

4. Don't worry about students who do not close their eyes. Many people can daydream with their eyes wide open.

5. If there is a student who is particularly noisy or does not want to participate in the exercise, talk with this student before going further. See if she/he is willing to try this as an "experiment" to give you information about relaxing. Most students enjoy this type of exercise. However, if the first time or two is a little difficult for some students, this is average.

6. Expect some of the students to not have an experience with the daydream. Share with them that it is all right that they did not have a daydream and perhaps they would like to have one another time.

7. If a student cries or seems emotional, mention that tears are a release to the body and that when the body relaxes, so do emotions. Tears are fine.

8. Be certain all students are alert before starting to share experiences. As bodies relax, some students might feel like going to sleep. If they do go to sleep, wake them gently.

9. Students may share all kinds of stories about their experiences. Let them know that whatever is shared is okay. Some students may not have followed the story and may share something else that is important to them. That is all right, too.

10. Some students may not want to share their experience. It is important that students know their daydreams may be private. Do not insist that all children share.

PLUS

STRESS MANAGEMENT

LESSON 1

lesson objective

TO INTRODUCE AND DEVELOP AWARENESS OF RELAXATION TECHNIQUES

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR TWO RELAXATION TECHNIQUES.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY INSTRUCTIONS FOR TWO.

materials

None

activity

1. Discuss
   - What is stress?
   - What causes stress?
   - In what part(s) of their body do people feel stress?
   - What can be done to relieve stress?
   - What are ways that people relax?
2. Read the following, using a slow, soft, relaxed voice:

   There are many ways people relax. Some people listen to music, some take a walk, some talk to other people, while others read or rest. Today you will be introduced to two techniques that you can use at any time to help you relax. You might be familiar with the exercises. If the techniques seem unfamiliar to you, you will have an opportunity to learn about them and discover more about yourself. When some people feel stress, they talk about having a lot on their mind, feeling "out of it" and confused. Relaxing helps them to re-focus by taking time out for a while.

One technique that helps people to relax is called DIAPHRAGMATIC BREATHING. It sounds like a long word, and it is! It has to do with taking long, deep breaths, and paying attention to the experience of breathing. Before you learn about this technique, get into a position that is comfortable for you. You may want to rest your head, slouch down in your chair, or rest on the floor. Do whatever is convenient and comfortable for you. Some people enjoy closing their eyes. If you would like to do that you may do so now. If you would like to keep your eyes open, that is okay too. Many people are able to relax and focus with their eyes open.

Pay attention to the position of your body right now. You may feel comfortable, tense, energetic, or tired. Focus on your breathing right now. Are you aware of taking short breaths or long deep breaths? You might have a smooth rhythmic breathing time, or perhaps today, right now, your body is having a tough time and is working harder to breathe in and out. You may even feel like laughing. That is a way the stomach relaxes. As you notice your breathing in and out, in and out, in and out, you might know in your mind that the oxygen is bringing life to each cell in your body, and that you can become more and more alert even as you become more relaxed.

Everything in your life, beginning with each breath you take, is special and different from everyone else. No one else controls your breathing except you. Feel your lungs take in air and then rush it out again. Notice that you can control your breathing. You can hold it for a count of three if you want. One. . .two. . . three. It may also have been your choice not to hold your breath. That is all up to you. You decide when to breathe in and when to breathe out. You decide when you need more oxygen, like when you are running, swimming, or hiking. You decide when you need less oxygen, like when you are ready to sleep for the night.

There are all kinds of signals, millions of signals that you respond to each and every day regarding your breathing and living. Sometimes, when you are bored, you take a big sigh. Even when people are bored, they are actively participating in life, controlling and using their breathing and thoughts. Depending on how they feel, some people are even able to see their breathing in colors.

What color do you think a person's breath might be when they are angry? (PAUSE) When they are upset? (PAUSE) When they are hungry?(PAUSE) When they are very happy? (PAUSE) When they are relaxed? (LONG PAUSE)

In a moment, focus again on this classroom. Be aware of others, the things surrounding you, and how you are feeling.

OPTIONAL ACTIVITY

Another technique that people use to relax is called PROGRESSIVE RELAXATION. This exercise invites people to pay attention to various muscles in the body by tightening the muscles and then relaxing them. Pay attention to your own body right now. You might notice one area that seems tense, maybe just a little tense, or maybe very tense. If you are completely relaxed right now, choose an area of your body where you usually feel tension. Now, slowly, begin to tighten the muscles in that area of your body. Perhaps you hold your tension in your neck or in your back, your head, or your stomach, or somewhere else. Tighten the muscles ONE, TWO, THREE. Now ever so slowly, begin to relax the muscles in your body. You might be able to feel them relax or imagine a picture of them relaxing. Perhaps your breathing changes as you feel the tension leave that area of your body, knowing inside that you may keep the tension there if you wish--or have it go away by relaxing the muscles. Just pay attention to your decision right now.

Now, relax and focus again on our classroom. In one of our future lessons you will learn more about progressive relaxation and muscle relaxation.

closure

Discuss:
- How many of you know where you feel tense?
- How many of you are now aware where you hold tension?
- How many of you were able to tighten the tense area of your body?
- How many of you were able to relax the tense area of your body?

transfer

Notice how your body lets you know when you are feeling tense.

STRESS MANAGEMENT

LESSON 2

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF RELAXATION TECHNIQUES

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR TWO RELAXATION TECHNIQUES.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY INSTRUCTIONS FOR TWO.

materials None

activity

1. Discuss:

   - What is stress?
   - What causes stress?
   - In what part(s) of their body do people feel stress?
   - What can be done to relieve stress?
   - What are ways that people relax?

2. Review techniques described in Stress Management Lesson 1:

   - Diaphragmatic Breathing
   - Progressive Relaxation

3. Read the following, using a slow, soft, relaxed voice:

   Take a few moments to get into a position that is comfortable for you. You may be seated in your chair, or you may find it better for you to stretch out on the floor, whichever is more convenient.

   Today you will learn about a new technique that may be of help to you in relaxing. First begin to pay attention to your feet. I will give you some sentences that you can repeat to yourself three times. You may notice a difference as you say them to yourself or you may notice that your body follows what you say, or you may notice something else. Just pay attention to your experience.

As you begin to focus on your feet, say to yourself three times, MY RIGHT FOOT IS WARM AND HEAVY. Do that now. (LONG PAUSE) Pay attention to your experience as you say these words. (PAUSE) You may notice that your right foot is beginning to feel warm and heavy, or you may notice that your other foot feels more warm and heavy, whatever is right for you. (PAUSE) Now repeat this sentence three times: MY LEFT FOOT IS WARM AND HEAVY. (LONG PAUSE) Pay attention to how your body responds. All of this is knowledge and information for you.

Now begin to focus on your legs. Repeat this sentence to yourself three times: MY RIGHT LEG FEELS WARM AND HEAVY. (LONG PAUSE) Now try the sentence with your other leg. Say MY LEFT LEG FEELS WARM AND HEAVY. Notice how your body feels now.

As I give each of the following sentences to you, I invite you to say each one three times to yourself:

MY STOMACH FEELS WARM AND HEAVY	(LONG PAUSE)
MY CHEST FEELS WARM AND RELAXED	(LONG PAUSE)
MY RIGHT ARM FEELS WARM AND HEAVY	(LONG PAUSE)
MY LEFT ARM FEELS WARM AND HEAVY	(LONG PAUSE)
MY RIGHT HAND FEELS WARM AND RELAXED	(LONG PAUSE)
MY LEFT HAND FEELS WARM AND RELAXED	(LONG PAUSE)
MY NECK FEELS WARM AND RELAXED	(LONG PAUSE)

Pay attention to your neck now and how your neck responds to your words. And now, repeat to yourself MY HEAD FEELS CLEAR AND RELAXED three times. If you would like, you may be able to tell yourself three times that warmth and relaxation are flowing through your body. Try that now. WARMTH AND RELAXATION ARE FLOWING THROUGH MY BODY. Pay attention to your own unique experience. (LONG PAUSE) Whatever is happening is right for you.

Now I am going to count to ten. When I reach the number ten, repeat to yourself three times, I FEEL REFRESHED AND AWAKE. One. . .two. . .three. . .four. . .five. . .you are half way there. . .six. . .seven. . .eight. . .nine. . .and ten. Now repeat to yourself three times: I FEEL REFRESHED AND AWAKE.

You may want to stretch as you open your eyes.

closure

Discuss:
- What did you notice when you repeated MY LEFT FOOT IS WARM AND HEAVY three times?
- Were you able to feel warmth and relaxtion flowing through your body when you repeated the phrase WARMTH AND RELAXATION ARE FLOWING THROUGH MY BODY?
- How did you feel when the relaxation exercise was completed?

transfer

Notice how autogenic relaxation helps you to feel in control and make good decisions.

STRESS MANAGEMENT

LESSON 3

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF RELAXATION TECHNIQUES

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR TWO RELAXATION TECHNIQUES.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY INSTRUCTIONS FOR TWO.

materials None

activity

1. Discuss:

    - What is stress?
    - What causes stress?
    - In what part(s) of their body do people feel stress?
    - What can be done to relieve stress?
    - What are ways that people relax?

2. Review techniques described in Stress Management Lessons 1 and 2:

    - Diaphragmatic Breathing
    - Progressive Relaxation
    - Autogenic Relaxation

3. Read the following, using a slow, soft, relaxed voice:

    Today we are going to learn a relaxation technique called IMAGERY. Imagery is like daydreaming. I don't know what your favorite daydream is. It might be that you could be, right now, somewhere in the world, perhaps far away, or maybe close by. Maybe you wish you could be in the the summertime--hearing crickets on a summer night or hearing seagulls flying overhead at your favorite beach. You might wish you were on a mountain covered with powdery snow, skiing downhill, gliding, laughing, in complete control of your body and spirit.

Some of you may be able to daydream about your favorite food right now. You might be able to smell a sizzling pizza smothered with cheese, or a giant banana split with globs of hot fudge and three scoops of cold, delicious ice cream. You may even be able to imagine sticking your finger into the cold ice cream or taking a spoon and eating a huge bite. If you cannot imagine your favorite food right now, you might still enjoy all the pictures that come to your mind as you try to decide which food to choose. You might see juicy hamburgers, turkey dinners, spaghetti, and maybe there is a special person or a terrific restaurant that prepares your favorite food.

Some of you may be able to think of your favorite color. It may be a shade of color, such as sky blue or forest green or shining ebony black or rose pink. Imagine where you might see this color during the day.

All of the things you have been thinking about the last few minutes, even if they had nothing to do with what I was talking about, is a way that people daydream and create pictures or images in their minds. This can be extremely useful, as many of you already know, as a good way to relax.

closure

Discuss:
- How is "guided imagery" like daydreaming?
- How many of you were able to see your favorite food? color?

transfer

Ask a friend or family member to tell you about a place that was relaxing for them. Notice whether you are able to picture the scene. Is visualizing the scene relaxing for you?

STRESS MANAGEMENT

LESSON 4

lesson objective

TO INTRODUCE AND DEVELOP THE TECHNIQUE OF DIAPHRAGMATIC BREATHING

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A DIAPHRAGMATIC BREATHING EXERCISE.
2. GIVEN A LIST OF RELAXATION TECHNIQUES STUDENT WILL IDENTIFY THOSE REPRESENTING DIAPHRAGMATIC BREATHING.

materials

None

activity

1. Review how relaxation techniques help us to:
    - Calm down
    - Feel in control
    - Think more clearly
    - Relax muscles
    - Deal with stress
2. Read the following text, using a slow, soft, relaxed voice.

Take a few moments to get into a comfortable position. Placing your feet flat on the floor and resting your head on your desk or on your arms may be relaxing for you. I invite you to close your eyes when you are ready.

As you are getting settled, pay attention to your body. Are you relaxed in some areas and tense in others? Perhaps in some areas of your body you are feeling light, while in other areas you are feeling heavy. You may feel energetic, or you may feel tired. Just pay attention to how you are feeling at this moment.

Also, begin to pay attention to your thoughts. You might be aware of many things on your mind. Just let the thoughts come and go as they wish. You might be thinking about school, or your morning, or perhaps what you will do when you get home today. Pay attention to how you are feeling right now...tired...happy...upset...hopeful...whatever it is that you are experiencing right now.

In a moment I am going to begin talking about a technique you can use to relax whenever you wish. I will invite you to take deep breaths, to hold the air in your lungs and feel the tension, then to release air and tension in a long sigh. Before we begin this exercise, I invite you to pay attention to your breathing right now. You might be aware of your heart beating. Your breathing may be fast or slow.

Now take in a deep breath. Hold the air in your lungs. Good. Now breathe out the air and the tension with a long sigh, until all the air is out of your lungs. Fine.

Breathe in once more. Very slowly, let your lungs fill with air. Hold the air inside your lungs. All right, let the air out with a long sigh.

Again, take a long deep breath of air. Hold it. Now let the air out again. Notice that your shoulders or other parts of your body might want to relax as the air and tension are exhaled.

Once again, take a deep breath of air. Keep it in your lungs. Now very slowly let the air out with a sigh.

In a moment I will invite you to focus your attention once again on all of your body...your hands, your feet, the position you are in now.

When you are ready, open your eyes and notice that with each breath you take, you feel more alive and alert and refreshed. You have now experienced a breathing technique that you may use any time you wish.

3. Discuss:

   - How was this type of breathing different from the type of breathing you usually do?
   - How did you feel during and after this relaxation exercise?

4. Discuss diaphragmatic breathing.

   - When someone slowly takes a deep, full breath of air; holds it; finally releasing air and built-up tension with a sigh, it is called DIAPHRAGMATIC BREATHING.
   - People can use diaphragmatic breathing as a relaxation technique to help them reduce the stress they are experiencing.

closure

Discuss:
- What happens to breathing when people are under stress? (becomes shallow; hyperventilation is possible--too much oxygen to the brain)
- How is diaphragmatic breathing helpful in a stressful situation? (person begins to get control of her/his breathing; can bring about relaxation; helps person to focus and not to panic)
- What are the physical reactions to stress? (tight muscles; flushed, red face; rapid breathing)

transfer

Invite students to try diaphragmatic breathing with another person in the class, a friend, or at home.

STRESS MANAGEMENT

LESSON 5

lesson objective

TO INTRODUCE AND DEVELOP THE TECHNIQUE OF PROGRESSIVE RELAXATION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A PROGRESSIVE RELAXATION EXERCISE.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING PROGRESSIVE RELAXATION.

materials

None

activity

1. Review how relaxation techniques help us to:
   - Calm down
   - Feel in control
   - Think more clearly
   - Relax muscles
   - Deal with stress
2. Read the following text, using a slow, soft, relaxed voice.

I invite you to get into a position that is comfortable for you. You may be able to stretch out on the floor, or you may sit at your desk. You may find it most comfortable to rest your head softly in your arms. Closing your eyes may help you to concentrate as I begin to talk. There is nothing you have to do except listen to my voice.

I do not know where you go to relax. Perhaps you have a favorite room in your house--your bedroom or the living room, or maybe the kitchen. Perhaps you have a favorite place in your backyard or maybe a special friend's home or relative's house. I invite you to imagine yourself in your favorite place right now.

It is sometimes easier to find a place to relax and concentrate at home, rather than at school. (Pause) I don't know how it is for you. (Pause) Today you will have an opportunity to discover an ability you can develop to help you relax wherever you might be.

Begin to pay attention to yourself right now. You might notice areas of your body that are tense. I don't know where you hold your tension. (Pause) You may also notice areas of yourself that are relaxed. Take an inventory of how you are feeling physically and emotionally right now. Are you happy? Sad? Angry? Curious? Whatever it is you are feeling, pay attention to yourself now.

In a moment I will begin to talk about various muscle groups in your body. I will invite you to tense those muscle groups as I count to three. Then you will have an opportunity to slowly relax your muscles.

As you are beginning to notice how you feel, focus your attention on your feet. Tighten your feet and toes as hard as you can, right now. Feel the tension. One...two... three...now, very very slowly, begin to let your feet relax. You may be able to think of all the places that your feet have taken you in your day--walking, running, climbing. Your feet deserve a rest. Imagine all the tension you felt a moment ago leaving your feet right now.

Now pay attention to your legs. Tighten the muscles in your calves and thighs. One...two...three...feel the tension. Now, ever so slowly, begin to relax the muscles in your legs. As you do this, think of all the places your legs have

PLUS

carried you, all the bending and stretching your legs do during the day. Imagine a soft feeling of relaxation entering your leg muscles.

Now focus on your stomach and chest. Tighten these two areas as I count. One...two...three...feel the tension in your stomach and chest, and perhaps your back area. (Pause) Now very slowly, begin to relax the muscles in these areas. Think of all the food your stomach digests and how your heart and lungs work to give life to you day after day after day. You might be able to send your body a thank you for all that it does for you each day. That can be very relaxing. If you notice your stomach feels like laughing at any time, that is fine too, as laughter is one way that people relax.

Pay attention now to your arms and hands. Tighten the muscles in your arms and clench your hands as tightly as you would like. One...two...three...feel the tension. Now slowly relax your arms and release your fingers and hands from a clenched position. You might be able to remember some of the many things your arms do for you--carrying things, reaching for things, hugging people you care about...and your hands--how they write, hold books, work on cars or computers, shake other hands--whatever it is you might remember right now.

You may begin to notice now how much control you can develop regarding your body and your muscles. Pay attention to your neck and face now. Tighten the muscles in your neck and face and head. One...two...three. (Pause) Now release your face and neck from the tension. You might imagine that someone is rubbing your neck to ease the tension or giving you a facial massage and relaxing the muscle tissue in your face. Think of all the senses that are part of your head--the sense of smell, sight, hearing, and taste. Your head also holds your mind that thinks for you moment after moment after moment your whole life.

You may be able to feel all the leftover tension from your whole body leaving you right now. You may be able to see or feel it going out through your toes or your fingertips or your head. Notice which areas of your body are most relaxed right now. Are there areas where you still need to work on relaxing and releasing tension? You may find with increased use of this technique you will find more and more control over your tension and relaxation.

In a moment, I invite you to open your eyes, and if you would like, to stretch. Take your time and come back into this room feeling alert and refreshed with each breath, ready to go on with your day.

3. Discuss:

   - How did you feel during this relaxation exercise?
   - How easy/difficult was it to concentrate on focusing on one part of your body to tighten, then relax muscles?

4. Discuss progressive relaxation.

   - PROGRESSIVE RELAXATION happens when someone slowly focuses on one part of her/his body at a time to tense, then relax the muscles.
   - People can use progressive relaxation as a way to reduce the stress they are experiencing and to make them feel better about their bodies.

closure

Discuss:
- How is progressive relaxation helpful?
- When can students utilize progressive relaxation? (before an exam; before learning something new; at the beginning of the day; after an exam; at the close of the day)
- Why is relaxation important? (helps reduce stress on various muscles--heart, etc.; relieves and prevents headaches, ulcers, etc.; helps reduce emotional stress--frustration, anger, etc.)

transfer

Invite students to try this technique with another person in the class, a friend, or at home.

STRESS MANAGEMENT

LESSON 6

lesson objective TO INTRODUCE AND DEVELOP AWARENESS OF STRESS INDICATOR DOTS

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR USING STRESS INDICATOR DOTS.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE THAT MAY BE USED WITH STRESS INDICATOR DOTS.

materials Stress Indicator Dots

activity

1. Review how relaxation techniques help us to:

   - Calm down
   - Feel in control
   - Think more clearly
   - Relax muscles
   - Deal with stress

2. Discuss:

   Stress Indicator Dots

   - Dots monitor the effectiveness of relaxation techniques.
   - Dots change colors according to the stress or relaxation experienced.
   - They are originally black and may change color when a skin temperature above 89.6° is experienced.
   - Color ranges:

amber	89.6°	= relaxed
yellow	90.6°	
green	91.6°	
turquoise	92.6°	
blue	93.6°	
violet	94.6°	= very relaxed

- The ranges described reflect relaxation in a room where the temperature is between 72.0° and 75.0°.

- Dots remaining black or amber become a cue to practice effective relaxation techniques.

- Dots are placed on the back of the nondominate hand, between the thumb and first finger.

- Dots act as immediate reinforcers and indicate progress toward deeper relaxation.

3. Distribute stress indicator dots and instruct students to place a dot on the appropriate hand.

4. Read the following, using a slow, soft, relaxed voice.

As you are placing the stress dot on your hand, pay attention to the color of the dot and check the card to find out what level of relaxation you are feeling in your body. Many times people do not realize or pay attention to the messages that their body continually gives off and sends out for them.

As you see the color of your dot, know it is only information; there is no good or bad color; there is no necessary color to have on your stress dot. Small amounts of stress are positive for our minds and bodies--as long as our minds and bodies also experience times of relaxation. The stress dot is only information that your body is visually communicating with your mind. Whatever color you see is right for you at this moment. (PAUSE)

In a minute I will be describing certain situations and I will invite you to close your eyes to daydream, then, to open your eyes and check your stress dot for information. Begin to get into a position that will be comfortable for you--one that will allow you to close your eyes, then, to open them and look at your dot. (PAUSE) Good. I invite you to close your eyes now and to focus on what is going on INSIDE of you. Perhaps you will be able to think of a time when you were very tense. (PAUSE) Perhaps you can remember someone being very critical of you, or angry with you. (PAUSE) Let your imagination bring you an image of feeling tense. (LONG PAUSE)

Perhaps you can remember wanting to ask someone for a date, or hoping they would ask you. (PAUSE) Maybe you can remember getting up in front of a group, or having to take a test that was very difficult. Let your mind wander and pay attention to how you are feeling. (PAUSE) Listen to the sounds. If there are other people, watch their faces. You may want to walk around and touch some of the things in the place you are remembering. (PAUSE)

Now, slowly open your eyes and look at your stress dot. You may notice a change in the color, or you may see no change.

Now, I invite you to close your eyes again. You may be able to imagine a very peaceful, beautiful picture in your mind. (PAUSE) Perhaps it is a place you have visited in nature--the mountains with cool, crisp and clear air, or the ocean--warm, bright, and colorful. (PAUSE) You may be able to imagine floating on a raft in a pool, the feeling of being limp and completely relaxed. (PAUSE) Perhaps you can imagine what it would be like to rest on a cloud of cottonpuffs, or to sink into a featherbed and to snuggle into a down comforter. Some of you may be able to imagine the feelings you have, the state of relaxation you are in, when you are about to fall asleep. (LONG PAUSE)

Once again, open your eyes slowly and check your dot. Has there been a change of color? No change? Just pay attention to the communication your body is sending you.

It sometimes takes people many months to be able to create a color with their stress dots. Learning relaxation techniques is helpful in recognizing and controlling stress.

Now, slowly, open your eyes once more. Check your dot. You might like to save the dot and try some imagination exercises later in the day or week. Begin to pay attention to how concentration helps you to understand more about yourself and your experiences.

closure

Discuss:

- How many of you saw an immediate change in color when you first placed the dot on your hand?
- How many of you were surprised at the level of relaxation you were feeling?
- How many of you were able to visualize a tense moment from your life?
- Did anyone notice a change in color of the stress dot after the visualization?
- How many of you were able to picture the relaxing scene? Were you able to imagine floating?
- Did anyone notice a change in the color of the stress dot after that scene?
- What do you think might happen if you exercised with the dot on your hand?

transfer

During the day notice how the stress indicator dot lets you know your level of relaxation.

250

—PLUS—
Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 7

lesson objective TO INTRODUCE AND DEVELOP THE TECHNIQUE OF VISUALIZATION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION EXERCISE.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Review how relaxation techniques help us to:
   - Calm down
   - Feel in control
   - Think more clearly
   - Relax muscles
   - Deal with stress
2. Read the following text, using a slow, soft, relaxed voice.

   In a moment I am going to share an activity with you that takes no effort and might have a few surprises in store for you. In the meanwhile, get into a comfortable position. If you are not lying on the floor, rest your head on your desk and close your eyes so that you may be able to begin the activity.

   There are many ways that people begin to daydream--to imagine things. Some people hear sounds, some people think of a feeling, some people daydream better if they think of

Tasting something. Not many people know how their senses help them to relax, to memorize, to create, to think. Today you will have an opportunity to explore the ways your senses work for you. Keep in mind that everyone is different and that no two people will have the same exact experience.

In a moment I am going to ask you to think about your senses. You may be asked to hear something, touch something, taste something. or picture something. Pay attention to the images you have in your mind as I talk. There may be times when no images come to mind. That is fine.

First I am going to talk about your sense of hearing. All you have to do is to pay attention to what happens in your mind. Do not try to do anything. No effort at all is needed in this exercise.

Now, imagine the sound of a guitar. (LONG PAUSE) You may have heard something--or nothing. You may also have had a picture of a guitar in your mind, or no picture at all. Pay attention to your experience.

Now imagine the sound of a child crying. (PAUSE) You may hear the sound, you may see a face, or experience something else--or nothing at all.

Now imagine the crying turning into laughter. Pay attention to your own experience.

Now. . . (PAUSE BETWEEN EACH SENTENCE THAT FOLLOWS)
Imagine the sound of a jet taking off at an airport...
Imagine the sound of a lion roaring...
Imagine the sound of your favorite kind of music...

Imagine the voice of someone telling you they care about you. . .
Imagine the sounds at a football game, the announcer, the crowd cheering. . . (LONG PAUSE)

You may now have an idea of how hearing does or does not affect your imagination. Does imagining a sound help you to picture something in your mind?

Now, get comfortable again, close your eyes and I will invite you to imagine tasting certain foods.

Imagine the taste of your favorite icy cold soft drink. Does that bring a taste or a picture into your mind, or both, or neither? Remember this is merely an exploring--a learning experience.

Imagine biting into a cool crisp apple. . . (PAUSE BETWEEN EACH SENTENCE THAT FOLLOWS)
Imagine eating a large spoonful of creamy or crunchy peanut butter. . .
Imagine the taste of a warm cookie right from the oven. . .

You might notice that if your imagination is triggered by the idea of tasting something, you might be swallowing more right now. Also you may feel a little hungry right now, or realize how full you are.

Check in with yourself now to see if imagining tasting things helps to bring pictures into your mind. Now we will explore the sense of touch.

Imagine touching velvet. I am not sure what color your velvet is. How does your velvet feel? Does touching velvet bring a picture into your mind?

(PAUSE BETWEEN EACH SENTENCE THAT FOLLOWS)

Imagine the touch of a tree bark, turning into the
touch of a rabbit. . .
Imagine the touch of ocean water, cool and refreshing
against your skin. . .
Imagine the touch of a cool breeze on your skin, turning
into the warmth of the sun on your cheeks. . . Pay
attention to how touching in your imagination helps to
create pictures in your mind.

Sometimes one of the hardest senses to imagine is the sense of smell. Listen to a few of these ideas. You may smell nothing, or you may indeed smell something, or have a picture come into your mind. (PAUSE BETWEEN EACH SENTENCE THAT FOLLOWS)

Imagine the smell of freshly mowed grass. . .
Imagine the smell of brownies baking in the oven. . .
Imagine the smell of gasoline at the gas station,
turning into the smell of a red rose. . .
Imagine the smell of a gymnasium full of basketball
players, turning into the smell of the ocean. . .

You may have been able to smell some of the items and see pictures in your mind as I spoke about the sense of smell. Check that out in your mind now.

Now I am going to suggest particular images and you are invited to "see" them in your imagination. (PAUSE BETWEEN EACH SENTENCE THAT FOLLOWS)
Imagine the sight of a sunset. I am not sure what colors would be in the sky--yellow, oranges, maybe pinks or blues, lavenders. . .

Imagine the sight of someone whom you care about, smiling in the sunshine--a big joyous smile. . . Imagine the sight of the most beautiful Christmas tree you have ever seen or could ever think of. . .

Now, in a moment, I will invite you to open your eyes. You have information about yourself now that may be new to you. When I count to three, open your eyes and come back to this room for a discussion. One. . .that's right, two. . .almost there. . .three. You may want to stretch. Take a moment and do that now.

3. Discuss:

   - Which sense could you most easily imagine? Which was the most difficult to visualize?
   - Which part of this relaxation exercise did you most enjoy?

4. Discuss visualization.

   - VISUALIZATION is a process whereby you use your mind to imagine something.

closure

Ask students to share their visualization experiences.
- What was helpful in imagining pictures in your mind?
- How were visualizations similar? How were they different?

transfer

Invite students to create their own sensory experiences to try with someone in the class, a friend, or someone at home.

—PLUS—
Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 8

lesson objective TO FURTHER DEVELOP THE TECHNIQUE OF VISUALIZATION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION EXERCISE.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Review how relaxation techniques help us to:
   - Calm down
   - Feel in control
   - Think more clearly
   - Relax muscles
   - Deal with stress
2. Read the following text, using a slow, soft, relaxed voice.

Begin to pay attention to how you are feeling right now. Take a few moments to get into a comfortable position and to feel as relaxed as you would like. You might want to take a few deep breaths and notice any tension you might be feeling in your body. Pay close attention to the tight feelings you might have. You might be surprised as they begin to go away. I don't know when that will happen. That is entirely up to you.

You might have heard the story of Alice in Wonderland when you were young. The story often begins with Alice reading a book, and then dozing in her chair. When she wakes up, she journeys through "the looking glass" (a mirror in her room) and finds herself in a magic land where many new adventures await her.

I invite you to pay attention to yourself now as you are resting on the floor or in your chair. You might be aware of sounds outside or inside this room. Listen to them. You might be aware of your feet and your arms and your head as they begin to relax. You might be able to think of the last colors your eyes saw when they began to close, or, if your eyes are still open, what colors they are seeing now.

Imagine, if you will, a mirror that could be in this room. I don't know what a magic mirror would look like to you. It might be square or round or large or small. Imagine yourself going over to the mirror and looking at your reflection. Pay attention to the expression on your face as you look into the mirror. Now imagine that you close your eyes and when you open them again you have gone through the mirror and find yourself in a very special room on the other side of the mirror.

I don't know what your special room would look like. It may take a few minutes to create a room that is interesting and comfortable for you. Imagine the size of the room. Is the room large or small? Does your room have windows or doors? What colors are in this room? You may find that all of your favorite colors and furniture can be found in this room. Are there books in your room, or games, or perhaps a stereo?

Whatever you would like to have in your special room, imagine it now. (Pause) Perhaps, in this room you will find treasures or important things that you have saved

PLUS

during your life. (Pause)

Perhaps your room is filled with many items, perhaps just a few. (Pause) Perhaps the floor of your room is covered with soft, thick, velvety carpet--or shiny, smooth, wooden planks, or lush green grass and rich brown dirt. Take a moment to notice your special room. Notice the ceiling. . .(Pause) the walls. . .(Pause) the floor. . . (Pause) Is the mirror that you came through somewhere nearby? Is bright sunshine streaming through the windows, or do many lamps give out soft glowing light?

Somewhere in your special room create a chair-- a chair that would be very comfortable for you. I don't know what your chair looks like. It may be a rocking chair, or an overstuffed chair--all soft pillows, or a carved wooden chair, or a chair like a throne--fit for a king or queen. Imagine the shape and color of your chair, as well as what it feels like when you sit down. (Pause) Take a few minutes to sit in your chair and look around the room you have created. (Pause) Enjoy this special place you have created, a place you may go to whenever you would like to sit and think or create or just take time to relax.

Imagine taking one more look around your room. Now go over to where the mirror is waiting for you. Look at your reflection once more. Close your eyes and imagine that you have come through the mirror, back to this classroom once again.

Begin to pay attention to your body as you come back to this room. In a moment, when you are ready, you might want to open your eyes and stretch. Take your time and open your eyes slowly, remembering anything you would like about the room you created.

PLUS

3. Discuss:

   - Visualization is a process whereby you use your mind to imagine something.
   - Visualization is a method of relaxing yourself and dealing with stress.
   - Each person will imagine his own special room. There is no "right" or "wrong" way to visualize.

4. If time permits, invite students to draw a picture of their room, or just a design of how they are feeling now.

closure

Students may wish to share their visualization experiences.
- What was helpful in imagining pictures in your mind?
- How were visualizations similar? How were they different?

transfer

Invite students to create their own sensory experiences to try with someone in the class, a friend, or someone at home.

STRESS MANAGEMENT

LESSON 9

lesson objective TO FURTHER DEVELOP THE TECHNIQUE OF VISUALIZATION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION EXERCISE.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Review how relaxation techniques help us to:

   - Calm down
   - Feel in control
   - Think more clearly
   - Relax muscles
   - Deal with stress

2. Read the following text, using a slow, soft, relaxed voice.

   I invite you to get into a position that is relatively comfortable for you. Take a few moments to do that now. (Pause) Some of you may notice that you are finding it easier and easier to relax yourself, while others may still find it a challenge. Whatever you are feeling is right for you. None of us do things exactly the same way.

   When you are comfortable and ready, close your eyes, and I will begin another activity that may be a discovery for you.

   I don't know where you have been out in nature when you have felt at peace--or have felt energetic. It might have been up in the mountains, hearing bluejays or other bird sounds. It might have been by a lake or a river on a crisp cool morning. You might have been at the beach, feeling the sand between your toes and hearing the rhythm of the ocean waves hitting the shore. Or you might have been out in a field in the midwest, while visiting a special relative or friend, hiking and exploring the fields and wooded hills. (Pause) You might have seen an inviting place in a picture once, perhaps a travel poster, or a postcard, or in a magazine. You might be able to create such a place in your imagination right now.

Imagine the ideal setting of enjoyment for you in nature. (Pause) Take your time as your mind may go from picture to picture, before it settles on just the right one for you. Pay attention to your ideal natural environment. Where are you?--in the mountains in a forest, by the beach, in a field of wildflowers? (Pause) Notice if there are any sounds around you. Pay attention to them now. (Long pause)

Notice the colors in your place in nature. Look around you. Notice the colors of the sky. . .the water. . .the bushes. . .the trees. . .the flowers. Can you smell the pinetrees or the ocean or the flowers? You might notice a fresh, clean smell in the air--air that you really enjoy breathing in and out.

I invite you to find a place to sit down that is comfortable. Perhaps you have found a clearing in the mountains, or a sand dune by the ocean, or a warm flat rock by a lake. Take some time now and pay attention to all that surrounds you in your special place. (Pause) Pay attention to how you are feeling. Are you feeling relaxed or excited. (Long pause)

PLUS

In a moment, when you are ready, see yourself standing up from your place in nature, and saying goodbye for now, knowing that you may go back to this place whenever you wish. (Pause) Begin to pay attention to yourself in this classroom. Take your time and very slowly begin to focus yourself here. In a moment, when you are ready, open your eyes and stretch, remembering whatever you would like about your place in nature.

3. Discuss:

   - Visualization is a process whereby you use your mind to imagine something.
   - Visualization is a method of relaxing yourself and dealing with stress.
   - Using your imagination you can create a scene in your mind--one that can involve all the senses--sight, touch, smell, hearing, and tasting.

closure

Ask students to share their visualization experiences.
- How were the visualizations similar? How were they different?
- How is this kind of experience helpful?
- When could you take time out during the day to relax? (before an exam; before learning something new; when your day is full, taking a few minutes to relax oftens brings renewed energy)

Ask students to close their eyes and see if they can imagine their special place without any effort.

transfer

Invite students to try this technique with someone in the class, a friend, or someone at home.

—PLUS—

Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 10

lesson objective * TO FURTHER DEVELOP UNDERSTANDING OF PASSIVE, AGGRESSIVE, AND ASSERTIVE BEHAVIORS THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:

   - What is passive behavior?
   - What is aggressive behavior?
   - What is assertive behavior?

2. Read the following, using a slow, soft, relaxed voice:

   I invite you to get into a position that is comfortable for you. As you begin to relax, you may be aware of many thoughts going through your mind. (PAUSE) You may be thinking of your morning before you came to school; what your day here at school has been like; or maybe about what you will do later in your day. (PAUSE) Let those thoughts run through your mind right now. Begin to pay attention to your body. Are you relaxed or tense, tired or energetic? (PAUSE)

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* This lesson may be used in conjunction with Social Skills Lessons 3, 4, and 5.

As you become aware of how you are right now, imagine walking on a path in a forest. You might notice that the trees are every shade of green and the sky is a rich blue with billowy white clouds. A warm sun is warming the earth and your face. You might notice a cool breeze brush your face as it rushes through the trees. You might hear bird songs and the crunching of leaves beneath your feet. The smell of clean fresh pine air fills your lungs and you feel comfortable and peaceful as you walk down the forest path.

As you look around the forest, you might be able to see a small pond just ahead of you. The water looks inviting and cool as you walk over to the pond. Sit beside the pond and dip your hand into the cool fresh water. You might want to skip a rock across the water. I invite you to look into the water and watch as the water stops moving and you see a reflection of yourself. Take a moment to study yourself, your face, your expression, and any feelings you might be experiencing. (PAUSE)

You know you are alone and safe in the forest and as you look into the water, you might realize you can learn some new things about yourself in this special forest. As you look at your reflection, watch as your face becomes very passive. I don't know what you do when you act in a passive way. You might cry, pout, whine, want to leave, look sad, or want someone to take care of you. All human beings go through these feelings at different moments. Watch yourself as you look very passive. (PAUSE) Pay attention to how you feel when you are passive. (PAUSE)

Now try on a different expression and face. Become aggressive. Perhaps when you are aggressive, you scream

264

PLUS

or yell or hit or slam doors or drop things or push or threaten. Whatever you can remember about what you do when you feel aggressive, do it now. Watch your face in the water and experience what feeling aggressive is like. Notice the difference between your aggressive expression and the passive expression you saw a few minutes ago. Pay attention to how you feel when you are aggressive. (PAUSE)

Now take a deep breath, close your eyes, and when you open them again, look into the water and see yourself as an adult, completely in control, caring about others and caring about yourself. Look at your reflection and watch as confidence grows in your face. Perhaps you notice a smile, or feel an ability to create and do whatever you want in the world. Pay close attention to the reflection of yourself as an assertive person--a complete, total, and absolute SUCCESS in your world. (LONG PAUSE)

Pay attention to how you are feeling as you walk down the forest path again. You might notice your surroundings (the trees and animals; the earth and the sky) in a new and different way.

In a moment, you may come back into this room, and when you are ready, open your eyes. Stretch if you like.

closure

SHARE EXPERIENCES AND DISCUSS:

- How many of you were able to see the forest? Feel the breeze? Smell the pine? See animals? Touch the pond water?
- How many of you chose to see your reflection?
- What did you notice about your passive reflection? Assertive reflection? Aggressive reflection? What did they feel like?
- Which behavior is easiest for you to use?
- Which behavior is most difficult for you to use?

transfer

Practice using your assertive behavior the next time you feel yourself responding in an aggressive or passive way.

—PLUS—
Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 11

lesson objective *

TO FURTHER DEVELOP UNDERSTANDING OF PERSONAL RIGHTS THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials

None

activity

1. Discuss:
   - What are personal rights?
   - What personal rights do you have at home, at school, with friends?
2. Read the following, using a slow, soft, relaxed voice:

   I invite you to get into a position that is comfortable. As you begin to pay attention to yourself and how you are feeling today, you might want to close your eyes and listen to my voice. You may be able to imagine the room you created for yourself in one of our previous lessons. Create a room that is all yours--this is decorated in any way you wish, has the colors you want, all the furniture and entertainment things that are important to you, and is settled into an environment that is most comfortable for you, a place that you can call home--a place that is safe, warm, and positive--a good place. Imagine yourself sitting somewhere in that room right now.

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* This lesson may be used in conjunction with Social Skills Lessons 1 and 2.

You might be sitting on a blanket on the floor, rocking in an overstuffed rocking chair, or sitting solidly on a wooden chair, or whatever you see in your imagination. As you are sitting, look around your room. What is on the walls? Do you have windows? Where is the door? This is your very own room that can remain the same or change whenever you wish. From time to time you may also choose to bring into this room anyone you wish.

Notice, as you sit in your room, that you may be feeling excited, sad, angry, forgetful, happy or confused. Pay attention to what you are feeling and how your feelings may change from one moment to the next. Whatever is going on inside of you is okay. Whatever feelings you are experiencing are fine.

There are many people who feel they do not have a right, for whatever reasons, to share with others how they are feeling. Some people are afraid to tell someone they love and care about them. Some people are afraid to share their anger and frustration. Some people do not feel they have a right to share what they are experiencing, whether it be joy or sadness.

In your room, become aware that all your feelings are important and that in your room, you may share your feelings openly and honestly. In a moment, you might be aware of someone coming into your room. It is a person you have invited, even though you may be surprised as they come in and turn around. You notice that this is a person with whom you have not shared an important feeling. This person may be a parent, stepparent, teacher, friend, or relative. Whoever this person is, invite him or her to come in.

PLUS

Explain that you have decided to take this moment to experience your right to share feelings. Tell them what it is you have been holding back. You might want to tell them how much you care about them. You might tell them that you are angry with them. You might want to tell them you want them to be your friend. Share with them how you feel, knowing that it is your right. (PAUSE) You may notice they have something to share with you. Listen to them now, knowing that you have complete control of the situation and ask the person to stay or leave. (PAUSE) Now, say goodbye to this person. You might want to shake their hand, hug them goodbye, or just ask them to leave, whatever is best for you.

In a moment you may begin to focus on being here in this classroom, listening to my voice, and slowly becoming aware of your body, your feelings, your experience. You may want to stretch as you open your eyes and look around the room.

3. If time permits, students may wish to draw a design or picture of their experience.

closure

SHARE EXPERIENCES AND DISCUSS:

- How many of you saw your room?
- How many of you noticed changes in your room or was it the same?
- How many of you chose to have someone come into your room?
- How many of you chose to share a feeling?
- What did you notice about yourself as you shared your feeling?
- What is positive about sharing with others how you feel?

transfer

During the day, exercise a personal right by sharing with someone what you are feeling.

STRESS MANAGEMENT

LESSON 12

lesson objective * TO FURTHER DEVELOP UNDERSTANDING OF ASSERTIVE STATEMENTS THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - How an aggressive, passive, and assertive person expresses feelings.
   - What is meant by "I" statements.
2. Read the following, using a slow, soft, relaxed voice:

I invite you to get into a position that is comfortable and to close your eyes, if you wish. As you get into a comfortable position, begin to pay attention to my voice.

I am not sure how soon you will be able to picture yourself in a rocket that is about to take off on an adventure that may bring excitement and discovery to you. (PAUSE) You may see yourself sitting in front of a control panel, perhaps in your regular clothes, or perhaps the clothes of an astronaut. This is your very own private rocket that may take you anywhere in this galaxy or beyond. Perhaps you are able to hear the engines as they begin to mix the fuel that will take you on your journey. There may be a blue button in front of you that you can push to take off. You may be aware of movement as your rocket takes off, or you may have a smooth takeoff that you can hardly feel at all. You may make your rocket go as fast or as slow as you want by pushing a green button for fast and an orange button for slow. Take your rocket wherever you would like as you circle the earth. You may wish to see a certain section of the United States or visit such places as England or Australia or Hawaii. Do that now. Just let your imagination take you on a journey in your rocket wherever you would like to go. (PAUSE)

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* This lesson may be used in conjunction with Social Skills Lesson 6.

As your rocket begins to go higher and out of the earth's atmosphere, you may be aware that the reason for your journey has begun. Imagine that you see three planets in the distance. These are planets that no one has ever seen before. I am not sure what color your planets are. They seem to be on a path and I invite you to push the orange button to slow down and land on the first planet. As your rocket comes to land, the door to your rocket opens and you climb on to the new planet. You know that you do not need to worry about oxygen, for wherever you go, a supply exists around you that keeps you safe.

As you look around this planet, you notice that there are some aliens that are crying, some that are running away, some that are whining and begging you to leave. You realize that everyone on this planet is passive. As you walk from being to being, you notice that it is hard to communicate with them. It is hard to share your feelings or even ask questions because they are so passive. Some of the beings hide behind rocks and though you try over and over to coax them out and talk with you, you cannot get them to move. Pay attention to how you feel as you walk through this passive planet where everyone hides their feelings and seems upset. If you would like, share something with the beings on this planet. Perhaps you could give them an idea of what would make their life better. (PAUSE) Now say goodbye and climb back into your rocket. Push the blue button and take off for the second planet.

As you get closer to your second planet, you notice that there is a red circle around it. Push the orange button and imagine that your rocket is once again coming to a halt. As you climb out of your rocket, you notice that the aliens rush up to you. As you call out a hello, they begin to scream at you and threaten to do harm to you if you do not leave. You know that you are completely safe and no harm can come to you and you look around the planet. In one area you see beings fighting and in another area beings yelling at each other. You realize that beings on this planet are aggressive and think only of their own needs and not the needs of others. As you listen, you hear these beings telling others what to do, where they should be, and what they should be like. Pay attention to this and all the other things you notice on this aggressive planet. Perhaps you notice that the beings on this planet are made of aggressive colors. Notice what aggressive colors appear to you.

Now see yourself climbing back into your rocket as many of the aliens rush to threaten you again. As you settle safely into your rocket, you push the blue button once again to take off. You may also want to push the green button to go to the third planet very quickly. As you land on the third planet and begin to climb out of the rocket, you notice a machine waiting for you. The machine asks you a question: WHAT IS IT YOU WANT?

Tell the machine you would like to know what this planet is all about. Imagine the machine beginning to move. It tells you its name is Blyn and it will take you to the center of the planet, to the level of golden light. It tells you that when you step into the center of the golden light you will be able to make assertive statements about yourself and your life. Blyn will give you part of a sentence and you will be able to fill in the rest of the sentence with whatever comes to your mind. You notice a brilliant, radiant, glowing golden light in front of you. Blyn takes you to the center of its planet where you immediately feel comfortable and at home. It begins the sentences and tells you to repeat the beginning of each of its sentences and complete each sentence in your own way.

WHAT I WANT MOST IN MY WORLD IS ____(LONG PAUSE)____
TODAY, RIGHT NOW, I FEEL ____________(LONG PAUSE)____
I DO NOT LIKE IT WHEN ____________(LONG PAUSE)____
I APPRECIATE PEOPLE WHEN THEY ____(LONG PAUSE)____
THE BEST THING ABOUT ME IS ________(LONG PAUSE)____
AN AREA THAT I WOULD LIKE TO WORK IN IS __(LONG PAUSE)__

As Blyn finishes the sentences, you suddenly see many people from this planet come around the golden light. You hear them clapping and praising you for being assertive and stating what you want. They are smiling and shaking your hand. Some of them may tell you what is important to them. Stop and take time to have a conversation with them if you would like. Pay attention to how positive you feel on this planet. (PAUSE) Now you realize it is time to climb back into your rocket. Wave goodbye to all the beings on this planet and see them smiling at you as you once again push the blue button and take off for earth. You pass the other two planets on your way home, knowing the greatest secret of the third planet. As you land on earth, hide your rocket wherever you would like. You might hide it in the ocean, in a special warehouse or somewhere in the Arctic, knowing you may take the rocket out to explore again whenever you want.

In a moment, when you are ready, become aware of yourself in this room. Take a few minutes to open your eyes and stretch, remembering whatever you would like from your journey.

closure

SHARE EXPERIENCES AND DISCUSS:

- How many of you were able to visualize your rocket?
- How many of you were able to control your rocket?
- What were the beings on your first planet like? How did you feel about them being passive?
- What were the beings on the second planet like? How did you feel about them being aggressive?
- What did Blyn look like on your third planet? Did you see yourself engulfed in the golden light?
- How many of you chose to finish the sentences?
- How did the clapping and cheers on the third planet help you to feel good about yourself?
- What did you learn about the three behaviors from each planet?
- Which planet is the best environment for you?
- What knowledge could you share with others that you learned from each planet?

transfer

Practice making an assertive statement the next time you begin to behave in a passive or aggressive way.

PLUS

STRESS MANAGEMENT

LESSON 13

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - When making assertive refusals, it is often helpful to say "no" in an honest and direct way, using "I" statements.
   - Voice tone is significant when making assertive refusals.
   - How is making assertive refusals helpful in dealing with peer pressure.
2. Read the following, using a slow, soft, and relaxed voice.

   As you find a position that is comfortable for you, imagine sitting out under a tree on a warm summer day. You may be able to feel the warmth from the sun shining in the sky. (PAUSE) Let the warmth of the rays enter your head and travel through your body, bringing as much comfort and relaxation as is best for you right now. (PAUSE) It is your choice and only your choice to decide how relaxed you want to be.

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* This lesson may be used in conjunction with Social Skills Lesson 10.

Resting under the tree, you may be able to think of a concert you would truly enjoy seeing and hearing. I don't know who your favorite musical group is. (PAUSE) You may enjoy classical music, or jazz, rock and roll, new wave, or country and western, or whatever is exciting to you. (PAUSE)

Imagine that as you are resting under the tree, enjoying the sun and warm feelings, a friend drops by with two tickets to your favorite group. Your friend tells you that the two of you must hurry because there is a long line waiting to see the group perform. Your imagination may be able to take you just now to outside the theatre where the group is performing. You may be able to hear the excited voices of the huge crowd that surrounds you. (PAUSE) Slowly, the crowd moves up to the entrance gate. Suddenly, you may be aware of a voice over the loudspeaker. "There will be only 25 more people allowed inside the theatre. We have oversold our ticket space."

Quickly you and your friend count the number of people waiting in line ahead of you. To your joy and amazement, you and your friend are numbers 24 and 25. As the line moves closer to the gate, the people in front of you call to their friends--who are behind you--to come up and enter with them. Imagine the people cutting in front of you. Pay attention to how you are feeling now. (PAUSE)

See yourself getting the attention of the people and telling them to go back behind you--where they were before. I don't know if the people begin begging you to let them cut in, or laugh at you and tell you to get lost. (PAUSE) See yourself assertively telling them that you have been waiting and that you would like for them to wait behind you. (PAUSE) Again they try to change your mind. (PAUSE) Now, as firmly as is possible for you, tell the people that you have been waiting for this concert and that if they do not go back to the end of the line where they had been waiting, you will report the situation to the manager. See the people going back to their places behind you. As you look ahead, you see that you have made it into the theatre and that there are two excellent seats left for you and your friend. Picture yourself sitting down and watching as the multi-colored lights go on and the music begins. (PAUSE)

In a moment, when I count to three, picture yourself back in this room, ready to open your eyes, refreshed, ready to enjoy the rest of your day. One. . .slowly, become more aware of this room and its surroundings. . .two. . .almost there. . . three. You may want to stretch as you open your eyes.

closure

Discuss:
- How many of you were able to imagine the concert?
- Were you able to visualize someone trying to cut in front of you? How did you feel?
- How did you handle the situation?
- What is hard/easy for you about making your needs clear to others?

transfer

The next time you find yourself in a situation that requires you to be assertive, remember how being assertive can bring positive and productive solutions.

STRESS MANAGEMENT

LESSON 14

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - When making assertive refusals, it is often helpful to say "no" in an honest and direct manner, using "I" statements.
   - A firm, calm, reasonable voice tone is useful when making assertive refusals.
   - How can making assertive refusals be helpful in dealing with peer pressure?
2. Read the following, using a slow, soft, relaxed voice:

   Take a few minutes to begin paying attention to this room, the people in this room, things on the walls, and most of all to how you are feeling right now. It may feel very relaxing to close your eyes and just listen to my voice for a few minutes. I am going to describe a situation in a few moments that may be enjoyable and interesting to you. There is nothing you have to do, but to imagine whatever you would like. (PAUSE)

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* This lesson may be used in conjunction with Social Skills Lesson 10

I invite you to think of all the things in your home that are valuable to you. (PAUSE) Imagine one thing that you own that you would not want to give away. Imagine something that you use, or like, or has special meaning to you. (PAUSE)

You many have in mind a favorite outfit, a favorite record or stereo tape, perhaps a gift that was given to you a long time ago, or a nice piece of jewelry, perhaps one that is a family heirloom. Think about something that is important and special to you. (PAUSE) Remember all the things you presently own and what is most important to you. (PAUSE) Picture the color of the item and the way it is shaped and anything else you enjoy remembering. (PAUSE)

Now, imagine that one of your friends, I don't know which one will come into your mind right now, has come to visit you at your house. (PAUSE) You open the door, and there, to your surprise, is your friend, wanting to talk with you. (PAUSE) As you invite your friend in, your friend begins to talk with you about what's been happening, and then, asks to borrow your favorite item. Pay attention to how you are feeling at the time. You may feel you have to give your friend the item. You may feel that you want to tell them to "forget it." You may feel guilty and wonder what would happen if you said "no." Just pay attention to all the feelings you have at this moment. (PAUSE)

Imagine that you have decided to be assertive, and you share, simply and pleasantly, that "no" your friend may not borrow the item you care about. Watch the reaction in your friend. (PAUSE) Perhaps your friend is disappointed and tries to bargain with you. Again, remain firm and friendly and share with them that you choose not to lend the item. Picture them really starting to get upset and begging you to let them borrow the item. (PAUSE) Again, in a positive way, tell your friend "no," you will not lend the item.

PLUS

Now, imagine your friend is sulking and decides to leave. Imagine that you are still feeling assertive and tell your friend you will talk with them soon. Watch as your friend mumbles a goodbye and then leaves. (PAUSE)

Pay attention to how you are feeling right now. Is it hard for you to say "no?" Is it important that people like you? Is it easy to be assertive with friends? Only you know the answers to these questions. In a moment, you may want to open your eyes and stretch. Take a few minutes to become aware of your body, your feet, and your hands. When you open your eyes you will feel refreshed. . .open your eyes when you are ready.

closure

Discuss:
- How many of you were able to choose the item that is important to you?
- How many of you were able to visualize a friend asking to borrow that item?
- How many of you were able to say "no" to your friend?
- What is difficult about saying "no," especially to a friend?
- How does being assertive help? (It is possible to be assertive and say "no," at the same time remaining calm, honest, and open.)

transfer

Remind yourself that saying "no" in an honest, direct, and calm way can make you feel good about yourself.

—PLUS—

Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 15

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - How does being assertive help us to feel good about ourselves
   - How feeling good about ourselves enables us to enjoy receiving compliments and to share them with others
   - How receiving a compliment warmly compliments the person giving the compliment, so that both parties feel good
   - Showing appreciation for a compliment by saying "thank you"
2. Read the following, using a slow, soft, relaxed voice.

   As you begin to get comfortable, become aware of your surroundings. You may notice colors in the room, people around you, noises, and you may find it very relaxing to just softly close your eyes for a few minutes and take some time just for yourself. (LONG PAUSE)

* This lesson may be used in conjunction with Social Skills Lesson 18.

If you have decided that now is a good time for you to close your eyes and relax, take a few moments to become aware of how you are feeling inside. You may notice that there are some areas in your body which are more tense and excited than others--some areas may be more relaxed and heavier. Let your mind wander through the thoughts and images that are with you right now. (LONG PAUSE)

I don't know what your favorite color is, or what color you might be able to think of right now. You may enjoy the vibrant shade of a rich Ferrari red, or a mountain sky blue. Perhaps you would choose a rainbow violet shade or a sunny yellow or a sea green that glows in the light as waves crash on warm, golden, sparkly sand. (PAUSE) Imagine where in nature you might see the color or colors that most appeal to you. (LONG PAUSE) Some of you may be able to imagine a giant machine that is blowing out clouds of your favorite color. You may be able to touch the machine or hear as each cloud is released and floats into the sky. Perhaps the color changes, or perhaps you see white or black or grey. Just stay with whatever is happening in your mind.

As the machine continues to create clouds of your favorite color, you might be able to see one of the clouds floating down beside you. As your cloud comes to rest beside you, it may begin to take the shape or form of someone who is very special to you, someone who cares very much about you. As this special person emerges from the colorful cloud, you may notice that he or she has a look on their face that tells you they have something to share with you. I don't know if this person is a friend, or a relative, or a parent, or someone else. (PAUSE) The person wishes to share a compliment about you. (PAUSE) Listen as your special person begins to tell you some very positive things about yourself. This may be difficult to hear, at first. You may want to talk or have a hard time listening. (PAUSE) However, you know this person cares deeply about you and what they are sharing with you is true and important for them. (LONG PAUSE)

PLUS

As this special person shares their important feelings, you may be able to feel their words as warmth in your body, perhaps in your head or your heart or somewhere else. (PAUSE)

As this special person shares these caring words with you, you may want to just say "thank you," or give this person a hug, or shake hands, or do whatever is comfortable for you. (PAUSE)

Now, imagine this special person is once again turning into a beautiful colorful cloud and floating back into the air. (PAUSE)

Pay attention to how you feel when you listen and accept a compliment from another person. (PAUSE) This may be important information for you. (PAUSE)

Now, again, let your mind wander and imagine many colors, knowing that in a few moments, you may open your eyes and come back to this room, feeling alert, awake, and refreshed. Take a few moments now before you open your eyes; then stretch and open your eyes when you are ready.

closure

Discuss:
- How many of you were able to visualize a particular color?
- How many of you saw many colors? No colors? One color?
- How many of you imagined the giant machine making colorful clouds?
- Were you able to see one of the clouds become a person that you care for?
- Did your special person share a compliment with you? How did you feel at first?
- As the person continued complimenting you, did you find it easier or harder to listen?
- What is difficult about hearing compliments about ourselves?
- What is positive about receiving compliments and being able to listen to them and accept them?

transfer

The next time someone shares a compliment with you, remember the good feelings that compliments bring.

STRESS MANAGEMENT

LESSON 16

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Self disclosure: Information you give to someone about yourself
   - Information may be about ideas, feelings, or anything you want to share with others
   - Sharing something about yourself often leads to good, positive relationships
2. Read the following, using a slow, soft, relaxed voice:

   Time is very important to many people. People set clocks to wake themselves up. People watch clocks to make sure they get enough sleep at night; people set appointments and meetings and go to school at certain times. People eat meals at specific times; people work and play at other times and sometimes it can be enjoyable just to take a few moments during the day to imagine or daydream--a sort of "time-out" period.

* This lesson may be used in conjunction with Social Skills Lesson 13.

I now invite you to allow yourself to take a "time-out" period. You may want to rest with your eyes closed or leave them open for a little while--whatever is best for you to feel really relaxed.

Imagine, if you would like, taking a walk through desert wildflowers on a cool evening. You may be able to notice the incredible smell and colors of the flowers as you walk on the warm, cushiony sand. I don't know whether you prefer to wear shoes or not, when you are walking in the sand. (PAUSE) I don't know if you like to wear special, old, or comfortable clothes when you are enjoying nature. (PAUSE) You might be able to hear the scampering of a small animal or two as you continue your journey. Perhaps you see a squirrel, or rabbits, or chipmunks, or some other special animal that you have always enjoyed watching. (PAUSE)

As you look up in the sky, you may be aware that there seem to be a million stars in the sky. I don't know if you have ever been in the desert after a rain, or if you can imagine what that might be like. From one end of the sky to the other, there are twinkling, clear, candlelights guiding your path. You may notice a bright, full moon that lights the ground and the flowers around you. You may enjoy stopping for a moment and sitting and watching the stars in the sky. As you begin to pay attention to the glittering stars, you may notice that one seems to be gently falling from the sky. It appears that it will land not too far from you, and as you stand up you may notice that the light is coming from a space ship that has landed within your walking distance. At first, you may wonder if you should approach the ship, but something inside of you lets you know that this is a ship on a friendly mission, and you may trust your inner feelings.

I don't know what your spaceship looks like. Take a long look from many angles. You may notice, as you do this, that there is a funny high-pitched noise that is coming from a plank that is being lowered from the spaceship. A being walks down from the

PLUS

spaceship, and you may find yourself asking who this being is and what this being wants.

The friendly being tells you that his people have been wanting to make contact with someone on earth to find out about people and what they think and feel. The being is on a journey to gather information from all over our universe to take back to his planet in another galaxy. This being also tells you that his people have the ability to change form and become whatever is in their surroundings--and if you will just wait a moment, he will change into the form of a human being so that you may feel more comforable talking with him. (PAUSE) I don't know what your being looked like to begin with, or who the being will look like when he changes. You might notice that this being looks like someone you have always wanted to know, but may not have had the opportunity to meet. (PAUSE)

As the being changes form, you may hear him say that he would like to know more about you, what you are like, what you do on earth, who you are. I don't know what you usually do when you meet someone new. I don't know if you become quiet or talkative. Just pay attention to how you are feeling right now. You may realize that this moment is happening out of time, and that you have nothing to lose by sharing some information about yourself. (PAUSE) Imagine sitting down with this person and taking as much time as you would like to think of some things that you feel are important about you. You may want to share a statement about your life, perhaps something that happened to you in your past, or something special that is going to happen for you, or a hobby you enjoy, or something you do well. (PAUSE)

As you begin sharing about yourself, you may notice that the person becomes more and more interested in you and in what you are sharing. You may want to share something you do not like about your life right now, or something that is worrying or bothering you. Perhaps you would like to share what you hope your future will be like. Take several moments now and share as much information and detail about yourself as you would like--your likes and dislikes, your happy and sad moments, your interests and talents, your feelings and thoughts. (LONG PAUSE)

When you have finished sharing, you may notice that your new friend will thank you for being so open, and honest, and sharing about yourself. Your friend knows that you have shared important information and have opened a beginning for great understanding. Your new friend then tells you that it is time for him to leave. (PAUSE) As he walks up into the spaceship, he changes, once again, into the being that he was when he landed. (PAUSE) As he turns around and waves good-bye, you may notice the feelings of deep appreciation he has for you for sharing so honestly and courageously with him. (PAUSE) Watch as the spaceship takes off to fly into the sky, looking like a twinkling starship once again. (PAUSE)

Notice the positive feelings you have about being able to share with someone what you think and feel. Perhaps you feel excited or joyful or pleased with yourself, knowing that whatever you feel is right for you. (PAUSE) Before you come back into this room, take a moment to look at the desert wildflowers and the small animals once again. (PAUSE) Notice that now just a hint of sunlight is beginning to light the sky. As you slowly return your focus to this room, become aware of your body, your feet, your hands, and in a moment, as you eyes begin to open, you may want to stretch.

closure

Discuss:
- How many of you were able to imagine the desert wildflowers and small animals?
- How many of you were able to see the evening sky and stars?
- How did you feel walking in the evening?
- How many of you were able to visualize the spaceship?
- What did your being look like? Did your being take a human form?
- How many of you were able to self-disclose and share some things about yourself? How did this experience differ from when you usually meet someone new or important to you?
- What do you think makes it hard for people to share details about themselves?

transfer

The next time you have an opportunity to share something about yourself, remind yourself that it may be the beginning of an important relationship.

STRESS MANAGEMENT

LESSON 17

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - How being assertive helps us to feel good about ourselves
   - How feeling good about ourselves enables us to give compliments to others
   - How giving a compliment enables the giver and the receiver to feel good
2. Read the following in a slow, soft, relaxed voice:

   I invite you to get into a comfortable position. As you do this, you may be aware of energy or tenseness somewhere in your body. Pay attention to your experience. Take a deep breath. . .hold it. . .now breathe out through your mouth with a sigh. Again, take a deep breath. . .hold it. . .and breathe out all the worries and concerns you would like to let go of right now. You may find that closing your eyes is helpful and relaxing; however, many people daydream with their eyes wide open and close them when it feels comfortable.

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* This lesson may be used in conjunction with Social Skills Lesson 11.

As you begin to relax, let your mind wander through the thoughts and images that you may be thinking and seeing right now. (PAUSE) Today you may find it exciting and enjoyable to create your own imaginary time machine. I don't know what a time machine would look like to you. Perhaps it would be a simple box that you can stand or sit in. Perhaps it would be more elaborate and look like a computer. Perhaps it looks like something from another place in time. Create your own time machine. You may see it in shades of grey or you may notice many colors swirling around. You might be able to hear the whirling of gears or instruments as you check out your very own time machine. (PAUSE)

You might find it enjoyable now to try out your time machine. Imagine getting in and pushing buttons to go back in time. As you are doing this, you may be able to think of people who have been important to you in your life, people who have shared their love, their time or talents, and have added to your life experience. You may think of people who are important to you now and you may start to remember people from your past, even from the time when you were a very small child. (PAUSE)

You may be aware of silence as you journey back in time or you may experience movement and noise and color as your time machine takes you to see someone who will remain in your memory forever. (PAUSE) You may notice that your time machine has stopped and as you step out, you may be the age you are now, or you may be another age. You may be surprised to see someone you value standing in front of you as you step out. It will be someone important from your past. Look at what they are wearing. Notice the expression on their face. Now take a breath and begin to remember all the special feelings and thoughts you had and have for this person, and give them a compliment. Share in detail exactly how they have influenced your life and what special qualities they have that you will remember. Share as much as you would like. (LONG PAUSE)

Pay attention to how you are feeling and how the person you are talking with is reacting. (PAUSE) The person may want to share

—PLUS—

something with you. Listen as they talk with you (PAUSE) and thank them if you would like. (PAUSE) Now it is time to say goodbye. You might want to hug this person, or shake their hand, or do whatever feels comfortable for you. (PAUSE)

Now climb into your time machine and come back here to this room, to this time, as slowly or as quickly as you would like. In a moment, I will count to five. When you hear the number five, you may enjoy opening your eyes and stretching. One, still very relaxed, two. . .three. . .beginning to be aware of your legs, your arms, your head. . .four. . .almost there. . .and five. Open your eyes and slowly stretch if you would like.

closure

Discuss:
- How many of you were able to imagine a time machine? What did it look like?
- Were you able to visualize a person whom you care about?
- How did you feel sharing your compliments?
- Why is it hard, sometimes, to share good feelings and thoughts with someone you really care about?

transfer

The next time you have an opportunity to give a compliment to someone, remember the good feelings that sharing compliments can bring.

—PLUS—
Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 18

lesson objective* TO FURTHER DISCUSS THE TECNHIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:

- How "I" statements are helpful when making assertive statements.

1. Read the following, using a slow, soft, relaxed voice:

You are invited to get into as comfortable a position as you would like. You may want to take few deep breaths and begin paying attention to how you are feeling at this moment. Take a few moments to get as comfortable as you wish. Let your mind wander through the thoughts of your day. As you do this, continue to be aware of your breathing. In and out. . .in and out. . .(PAUSE)

I don't know where you would most like to eat dinner. You may have a favorite restaurant, or there may be a restaurant you have always wanted to eat at, or you may be able to think of a wonderful imaginary restaurant right now. (PAUSE)

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* This lesson may be used in conjunction with Social Skills Lesson 9.

Imagine that you have just walked up to the door of your favorite restaurant. (PAUSE) Are you alone? (PAUSE) What are you wearing? (PAUSE) Are you dressed in casual or in fancy clothes? (PAUSE) Is the restaurant simple or very plush? (PAUSE) Do you notice any trees or flowers? Is the sun shining or is it nighttime? (PAUSE) You may be able to see yourself and anyone else you would like to take with you, enter the restaurant. You may be aware of wonderful aromas, and see a cheerful hostess come to seat you. (PAUSE) You may hear soft voices in the background as you arrive at your seat and are given a menu.

Your waiter appears and brings you water and asks if you are ready to order. Tell him you would like to wait for just a few moments. (PAUSE) Now take a minute and imagine the most delicious meal you can. (PAUSE) What exactly would you like to have if you could order anything on the menu? Think of the most delicious meal your mind can imagine--knowing that you may order whatever you desire without any worry of expense. (PAUSE) As your waiter comes back to your table, give him your order, telling him just what you want. (PAUSE) You may be surprised as you order everything perfectly. As your waiter leaves, you may sit back and wait quietly or talk if you have someone with you at your table. (PAUSE) You notice that the restaurant is very busy and that it seems to take a very long time for your meal to arrive. (PAUSE)

Many minutes pass. (PAUSE) You may notice that you are becoming impatient and that you are very hungry. (PAUSE) Finally, your waiter arrives and brings you a plate of food. Much to your amazement, the plate he places in front of you is not what you ordered. I don't know what would be the absolute worst meal you can think of--perhaps there is a certain type of meat or vegetable that you just don't care for at all. Imagine that your plate is filled with food that is not pleasant for you. (LONG PAUSE)

At this point, you realize that there are several things you may think of doing. You may feel passive at first, and softly tell your waiter that you did not order the food, but you'll eat it anyway. Then, you just pick at the food and pay your bill and leave. (PAUSE)

You may feel very aggressive and insist in a loud and angry voice that your waiter come to your table and scream at him--yelling that you are very hungry and he had better take the plate back or he will be wearing the food all over his nice uniform. At this point the manager may ask you to leave. (LONG PAUSE)

You also know there is a third way of dealing with situations like this--a way that is best for you and everyone else. You may try asserting yourself. (PAUSE) Imagine calling your waiter back to your table and telling him in a firm and friendly voice that this is not the food you ordered. Tell him you would like him to bring you the correct food. Imagine that he tells you that he is very busy and he will be back in a few moments, and that he cannot guarantee the chef will exchange the food. You may be surprised as you hear your voice asking for the manager. (PAUSE) Imagine that the manager comes over to your table. Explain the situation to him and calmly ask him what he intends to do about your problem. See the manager take your plate and tell you that he will bring you the correct food in just a moment. (PAUSE)

You may be able to see your favorite meal set down in front of you. Imagine exactly what it looks like--perhaps what it smells and tastes like. Imagine having an enjoyable and relaxed meal. Your dinner is everything you hoped it would be. As the waiter brings your bill you notice that you have not been charged for the dinner. The waiter tells you he is sorry for the inconvenience. (PAUSE)

Pay attention to the feelings you have about your behavior. Acting passively would have left you with food you did not want. (PAUSE) Acting aggressively would have infringed upon the rights of others around you, and might have caused you to be asked to leave the restaurant. (PAUSE) However, acting assertively, you received what you wanted, and were given, in this case, a bonus. (PAUSE) This is important information for you that you may use at any time. (PAUSE)

In a moment, you may want to listen as I count to three. When I say the number "three," you may want to open your eyes and stretch. One. . .two. . .three.

closure

Discuss:
- How many of you were able to imagine a restaurant?
- How many of you were able to think of your favorite meal?
- How many of you were able to picture food you do not like?
- How did you feel when the waiter would not take care of you?
- How did you feel asking for the manager?
- How does practicing being assertive help when an actual problem happens outside the classroom?
- In what other situations might assertive techniques help? (what might happen in stores, fast food chains, etc.)

transfer

The next time you find yourself in a situation where assertive techniques would help, remember how beneficial the outcome can be.

STRESS MANAGEMENT

LESSON 19

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES FOR A VISUALIZATION, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:

   - Workable compromise: when two assertive people settle a conflict by mutual agreement.

2. Read the following using a slow, soft, relaxed voice:

   I don't know what kind of a day you are having: happy, tense, sad, frustrating, terrific, infuriating. However, I invite you to take a moment to think about your feelings, your thoughts, your day, and to focus on yourself for a few minutes. Getting into a comfortable position and closing your eyes might feel very good right now. Try that if you would like. (PAUSE WHILE STUDENTS GET SETTLED) Your imagination might be able to think of a time in your past, or more recently when you disagreed with someone important to you. (PAUSE)

   The disagreement might have been with a friend, or your parent, or brother, or sister, or someone else. Let your mind wander until it remembers just the right time when you and a person in your life were on opposite sides of an issue. (LONG PAUSE) Perhaps you wanted to do something and they did not want you to do it. Perhaps you tried to talk someone out of doing something they wanted to do. Just let your imagination choose. (PAUSE)

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* This lesson may be used in conjunction with Social Skills Lesson 25.

You might be able to remember the scene clearly in your mind, or you may just see angry frustrated faces. Imagine what it was you were arguing about, something that really bugged you. (PAUSE) You may be able to hear the angry or frustrated voices and you might even be able to imagine the two of you pulling and tugging on a rope, trying to get each other to listen and change. (PAUSE)

Watch yourself and the other person pulling as hard as possible on the rope, with no one being able to pull the other one completely over to their side. See the tension in your faces. (PAUSE) Feel your muscles pulling and your feet digging in to keep your position. (PAUSE) You might hear the words you would say and the words the other person might say back. (LONG PAUSE) You may notice that you and the other person are running out of energy. Neither one of you wants to give in to the other and both of you are holding on--even though each moment the holding getting tougher and tougher. (PAUSE)

Now I invite you to imagine that you call a time-out and you have a few moments to think of a bargain. You realize that neither one of you wants to give in--you both want to win. (PAUSE) You may be surprised as your mind begins to think of a bargain where you feel that you are winning and both begin to feel better. Pay attention as your imagination comes up with a solution. (LONG PAUSE) Imagine yourself sharing the solution with the other person. (PAUSE) Watch as their tired face agrees with you and the rope disappears. Pay attention to your experience and the feelings you have about your bargain--no matter what it is. (PAUSE) See yourself saying goodbye to the other person for now.

PLUS

Begin to turn your focus to being here in this room. In a moment you may open your eyes and stretch.

closure

Discuss:
- How many of you were able to remember a person who you disagreed with?
- How many of you were able to remember the situation?
- Were you able to visualize the tug of rope struggle? What kinds of feelings and thoughts were you aware of?
- Were you able to imagine a workable bargain?

transfer

The next time you find yourself in a "tug of war" with someone, remember how beneficial a workable compromise can be for both of you.

—PLUS—

STRESS MANAGEMENT

LESSON 20

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Anger is a natural feeling we all experience and need to express.
2. Take a few moments to make yourself comfortable. You may want to stretch out on the floor or rest your head on your arms, whatever is easiest and convenient for you. Pay attention to the feelings and thoughts you have now. You may notice you feel relaxed in certain areas of your body; you may feel tense or excited in other areas. Your thoughts may be on one topic or may jump from idea to idea. Just pay attention to whatever your mind and body are aware of right now. It is not important or necessary that you be completely relaxed in order to daydram or imagine. Be as relaxed as is right for you at this moment. You may enjoy feeling warm and heavy and taking a moment or two just for yourself and your very own personal thoughts. (PAUSE)

* This lesson may be used in conjunction with Social Skills Lesson 26.

As you are becoming aware of your thoughts and feelings, you will be able to picture walking down a street in early evening. (PAUSE) You may notice many little unusual shops on this street, and that ahead of you is a billboard describing an old theatre that is just a block away.

Curious, you may be interested in discovering the theatre and imagine that you have reached the stairs on the street that leads to the theatre door. (PAUSE) There are ten steps down. They are very sturdy and there is a railing you may hold onto as you journey down toward the welcoming theatre door. (PAUSE) You may be able to step down on the first step, now the second, down to the third, now to the fourth. You may want to go down slowly or quickly, whichever is best for you. Now the fifth step. You are halfway down to the inviting theatre door. Six. . . seven. . .eight. . .nine. . .now the last step, ten. In front of you is an old theatre door. It opens easily as you push gently to enter the old theatre. You may notice a warm and musty theatre smell as you enter, like that of antique furniture. (PAUSE)

The walls are decorated with soft wallpaper in a color that only you may be aware of. (PAUSE) You may notice that there is soft lighting in the theatre so that you can make your way down an aisle near the stage. (PAUSE) You may notice that the screen is covered with beautiful thick heavy velvet drapes. (PAUSE) You may feel that this is a totally new experience for you, or that you have been here before. (PAUSE) As you walk down the carpeted aisle, some of the seats look very inviting. Choose one seat and imagine yourself sinking into an extremely comfortable chair. You may want to lean back and enjoy the comfort of the chair. As you do this, you may notice that the huge colored velvet drapes are beginning to open and the screen is almost in view. A sound projector can be heard in the back of the theatre, and a soft light begins to flicker on the screen. You may be able to hear soft music in the background as the movie begins. (PAUSE)

The movie title comes onto the screen and you may be surprised to read "Anger" as the title. Feeling safe in your chair, you may not at first recognize the actors in the movie. As you wait and watch more closely, you notice that the scene on the screen is a moment from your life when you yourself were very angry. (PAUSE) You may notice that at first the movie changes before it settles completely on the angry moment that you are remembering. (PAUSE) The movie may be from a time when you were very young or a time when you were older or a time that has happened recently. Just let your eyes and ears and senses be aware of the screen as you watch the time when you were very angry.

Take a few moments to watch the screen. (PAUSE) Watch as the people in the movie begin to interact. (PAUSE) Pay close attention to your face and feelings as you experience anger. (PAUSE) As you sit in your seat watching, you may be aware of many feelings that you may not have expressed. (PAUSE) Stop the scene whenever you feel it is right. Notice that the characters are looking at you. Tell each one what you would like them to do right now. (PAUSE) You may want to try out a new behavior. Describe in detail how you are feeling and what you would like--knowing that this is your film and you may change the movie anyway you want.

Watch again as the scene changes to what you would prefer. (PAUSE) Rest for a moment, feeling confident and strong, knowing that you have the capacity to notice anger in yourself and others, and that you may change the scene whenever you wish. (PAUSE) You may notice that the movie is almost over and the ending may be more peaceful.

As the curtains begin to close you may begin to move in your theatre chair. It is almost time to journey back outside the theatre. As you walk up the aisle, you may want to turn around and take one last look at the theatre, knowing you may come back and watch any moment from your life, and make changes whenever you wish. As you come to the theatre door, you notice that you will be walking up the ten solid steps to the street. As you walk up these ten steps, you may be aware that you feel more and more refreshed and alert and that there are bright lights everywhere to guide you. Step onto the tenth step, then up to the ninth, up to the eighth, the seventh, the sixth, the fifth, you are now half-way up. . .step up to the fourth, the third--feeling more awake and refreshed with every step upward. Now you are on the second step, and up to the first step, and the welcoming street. (PAUSE)

Take a moment to be aware of your arms and legs and head as you return to this room. You may be able to open your eyes right now, or you may want to take a few seconds. When your eyes are open, you may feel like moving or stretching.

closure

Discuss:
- How many of you were able to picture the theatre? What did your theatre look like?
- How many of you noticed colors in your theatre? Shades of greys or black?
- How many of you saw a film on the screen?
- Were you able to stop the scene and change some things?
- How did you feel when you left the theatre?

transfer

The next time you are feeling angry or someone is angry with you, remember that anger is a natural feeling that needs to be expressed.

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STRESS MANAGEMENT

LESSON 21

lesson objective* TO FURTHER DEVELOP THE TECHNIQUE OF ASSERTION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:

   - Negative criticism: when someone tells us something they do not like about us.
   - Negative criticism is really an opinion or judgment.
   - Opinion or judgment statements are neither right nor wrong, true nor false.
   - Negative inquiry: responding to criticism by encouraging the person criticizing to give you more information.

2. Read the following, using a slow, soft, relaxed voice:

   Get into a position that is comfortable for you. (PAUSE) Take a few moments to check in with yourself to know how you are feeling, really feeling. (PAUSE) Take as deep a look at how you are right now as you would like. (PAUSE) Pay attention to everything inside of you--how you are feeling in your mind, your heart, your body. (PAUSE) As you begin to relax you may be able to start thinking of people in your life--friends, relatives, teachers, parents, or someone else. You may see their faces, you may hear their voices, you may be able to touch them. I don't know who it is in your life that you have the hardest time dealing with, or who it might be that you feel has criticized you in your life. (PAUSE) Even you may be surprised as a face comes into focus right now. (PAUSE)

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* This lesson may be used in conjunction with Social Skills Lesson 17.

You may notice that you want to move, or perhaps you may feel uncomfortable as you think of being criticized. You may be aware of being in a certain room or place with this person and you may be aware of how they got upset with you. You may remember a situation that happened long ago or one that has happened recently, when you felt you were unfairly criticized. Pay attention as you begin to remember the situation. (PAUSE) Watch the person's face as they criticize you. (PAUSE) What are they saying? How are they saying it? (PAUSE) Now pay attention to yourself. (PAUSE) Are you passive? Aggressive? What happens to you when you are criticized? (PAUSE)

I invite you to try something new with the person who is in your mind. As they begin to criticize you, instead of losing control and being either passive or aggressive--listen to what they say and ask them to give you more details about their complaint. (PAUSE) Ask them what else bothers them about you. (PAUSE) Listen again to what they say. Now ask them to tell you more about what bothers them. (PAUSE) Listen again to the criticism, knowing that you are in control and asking for the criticism. Check with them one more time to see if there is anything else they have to say to criticize you.

Watch as they run out of things to say and are left standing there looking at you. Tell them you appreciate their comments and watch as you walk away, knowing that you may utilize what they have said and do something if you want, or that you may throw some or all of their comments out the window. (PAUSE) Watch as you leave the room, knowing that only you best understand how you feel, what you want to change, and do not want to change. (PAUSE) Pay attention to how you are feeling right now. (PAUSE) Is asking for criticism difficult, or did it make the situation easier? (PAUSE)

In a moment I will invite you to open your eyes, remembering whatever you would like about your experience. Take a few moments and come back to this room and this time, refreshed, knowing that you may or may not wish to share your experience.

closure

Discuss:
- How many of you were able to remember a person who criticized you?
- How many of you were able to remember a situation when you were criticized?
- How many of you are usually passive when someone is critical? Aggressive?
- What did you notice about yourself or the other person when you used negative inquiry and asked for more criticism?

transfer

The next time you have an opportunity to use negative inquiry, remember how assertive techniques, such as negative inquiry, can help you to feel more positive about yourself and your situation.

STRESS MANAGEMENT

LESSON 22

lesson objective* TO FURTHER DEVELOP THE TECHNIQUES OF SUCCESSFUL PROBLEM SOLVING THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Positive and negative consequences
   - Career alternatives
2. Read the following, using a slow, soft, relaxed voice:

   Take a few moments to become as comfortable and relaxed as you would like. You may enjoy closing your eyes and resting for a few moments, concentrating only on yourself and your thoughts and feelings. You may be able to picture standing at the top of ten steps. There is a railing and the steps are very sturdy. You are going to descend the ten steps. (READ VERY SLOWLY) Step down onto the first step, now the second, down to the third, and the fourth, down to the fifth, half way down. . .now down to the sixth step, the seventh, the eighth, and nintn, and finally down to the tenth step. As you step off the last step you may notice the sound of gentle water, like the soft lapping sound of lake water against the shore.

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* This lesson may be used in conjunction with Problem Solving Lesson 2.

You are by a quiet lake, which is surrounded by mountains. It is almost dusk, and you might be able to see the sun setting on the lake and a small boat near you. As you get into the boat you may feel it move with the water as if the two were old friends. (PAUSE) You notice that there is no way to propel your boat, but that it seems to have a journey all ready for you. (PAUSE) Your boat begins to make its way through the beautiful clear water and glides itself to an island not too far from shore. You may notice that the water is a clear blue, or green, or perhaps another color. (PAUSE) As you approach the island you may notice how inviting it looks, and you might recognize your favorite plants, or flowers, or trees growing in abundance. As your boat brings you to the edge of the island you find it easy to step out of the boat and onto the shore. (PAUSE)

As you listen to the evening sounds you notice in the distance the flickering of a warm firelight. There is a little path in front of you that leads to the campfire. You may wish to journey quickly or stroll slowly until you reach the clearing and the warm firelight. (PAUSE) As you arrive and look more closely you may notice an elderly person with a loving and knowing smile sitting by the firelight. This person may seem to know you and yet may not be anyone you have seen before. (PAUSE)

The old person motions for you to sit near the warm campfire, and tells you that you may discover some wonderful information about yourself during your talk together. (PAUSE) The person tells you that he will ask you a question and that you may answer and explore ideas in yourself. You are absolutely free to make decisions for yourself and to examine them by the firelight. The question that the person asks you is this: "If you could imagine any job or career or work in the world you might like to do, what would one of your choices be?" (PAUSE) Let your mind take its time before coming up with an answer. (PAUSE) You may wish to do something with outer space, something exciting in nature, work with people, or provide a service to others. (PAUSE) You may be surprised as you decide the career to explore. Perhaps it is not one you have thought of until now or perhaps it is one that has been on your mind for a long time. (PAUSE)

The old person tells you that you may allow yourself a few moments to see yourself doing this kind of job or work. (PAUSE) Imagine yourself as an adult, doing whatever it is that you would like. (PAUSE) Pay attention to how you feel as you watch yourself. (PAUSE) Is this a job you would enjoy? Are you feeling happy, or challenged, or excited, or creative, or energized? (PAUSE) Is your work meaningful? (PAUSE) Now take a moment to look at what this decision would mean to you. If you decided to do this work, what would be positive and easy or you? (PAUSE) Perhaps you have skills and talents right now that would help you do this job. Perhaps the positive aspect would be that you would love or enjoy your work. Look at all the positive things about choosing this occupation. (LONG PAUSE) Now--what would be a hurdle or challenge you might have to deal with? What might be difficult for you? (LONG PAUSE) How well would this job fit in with the rest of your life? Now take a moment and look at the overall picture. Make a decision whether this is a job you would like to explore further. (LONG PAUSE)

The old person smiles at you and tells you that you may come to this island whenever you wish--to look at both sides of a situation and make decisions. Tell the old person goodbye, and walk back down the path to your boat.

You may notice that, to your surprise, it is almost daylight and the sun is coming up in the sky. As your boat takes you back to the shore where you first began your journey, you may be aware of shining fish swimming in the cool, clear water. You may choose to touch the water, noticing how very shallow it is, and that you could walk to shore if you wished. (PAUSE) As you arrive on the shore, you see the ten sturdy steps in front of you. Step onto the bottom step, the tenth step, now step up the ninth, now the eighth, the seventh, up to the sixth, now the fifth, you are halfway up the staircase. Step up to the fourth step, up to the third, the second, and, finally, all the way to the first step. (PAUSE) In a moment you may want to open your eyes and stretch and be back here in this room. In the meantime, become aware of your body, your feet, your hands, your feelings, and your thoughts. Open your eyes when you are ready.

closure

Discuss:
- Who was able to imagine the stairs? The boat? The island?
- How many of you were able to see an elderly person by the fire?
- How many of you were able to imagine a job that you would like to have?
- What were some challenges?
- What were some positive aspects about your choice of jobs?

transfer

Notice how visualizing positive and negative consequences is often helpful in making decisions.

STRESS MANAGEMENT

LESSON 23

lesson objective * TO FURTHER DEVELOP THE TECHNIQUES OF SUCCESSFUL PROBLEM SOLVING THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Positive consequences/rewards
   - Positive feelings
2. Read the following, using a slow, soft, relaxed voice:

   Begin to pay attention to your thoughts and feelings. Let yourself wander as ideas and pictures flow through your mind. Check in with your body to see if you are feeling relaxed, tense, angry, happy, or whatever it is that you may be aware of right now. (PAUSE)

   As you begin to pay attention to yourself, think of a place where you most enjoy being....perhaps working on a job, or a particular class here at school, maybe playing sports, or maybe something else. You may be able to imagine that you are there doing what you enjoy right now. (PAUSE) Picture your surroundings. You may be aware of the things surrounding you when you are on your job, or be able to imagine the special class you like and see the teacher and your classmates. You may be able to feel the earth below your feet and hear voices if you are outside playing sports. (PAUSE)

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* This lesson may be used in conjunction with Problem Solving Lesson 3.

When you have a picture, in your imagination, of doing what you like, watch yourself doing something extremely well. You might see yourself being very successful at work, with your boss or supervisor watching you. (PAUSE) You may notice that you have done an excellent job on something in your classroom and your teacher is walking toward you with a radiant smile. (PAUSE) Others of you may see yourself making a perfectly beautiful attempt in sports and going beyond what you ever thought possible. (PAUSE) Pay attention as you perform beyond your present limits. (PAUSE)

You may notice, that as you successfully do whatever it is you like, that someone important to you is noticing how well you are doing. You may notice that they look pleased and proud of you. The person may want to share their feelings and thoughts about your accomplishments. Listen as you are positively rewarded for doing an excellent job. (PAUSE) Pay attention to how you feel when you do well and are recognized for your success. (LONG PAUSE)

In a moment, begin to pay attention to being in this classroom. Notice your hands and feet, and remember all that you would like to recall about your visualization. (PAUSE) In a moment, when you are ready, open your eyes, and if you would like, stretch your muscles. You will feel refreshed and ready to enjoy the rest of your day.

PLUS

closure

Discuss:

- How many of you were able to imagine what you enjoy doing most? Were you able to see yourself working? In the classroom? Playing sports?
- How many of you were able to watch yourself being successful and doing well? How did that feel?
- Did any of you imagine that someone important to you saw your success?
- How can people notice and reward friends, family, and others when they see them doing something well?
- Do you think that people in general share positive statements with each other? Why or why not?

transfer

The next time you are rewarded for doing a job well, remember the positive feelings it can bring, and enjoy them.

STRESS MANAGEMENT

LESSON 24

lesson objective* TO FURTHER DEVELOP THE TECHNIQUES OF SUCCESSFUL PROBLEM SOLVING THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Beliefs: rational or irrational thoughts that influence our feelings.
   - Self-talk: statements we make to ourselves that verbalize our rational and/or irrational beliefs.
2. Read the following, using a slow, soft, relaxed voice:

As you begin to get comfortable, notice how you are feeling and what you are thinking about. Some people feel they should take time out to relax, others find relaxing and visualizing exciting and adventurous. Others take time out to get to know themselves, while others think it is important to take time to collect their thoughts. Notice how you feel when you begin to take a few minutes for yourself. (PAUSE)

I don't know if you have ever been on a roller coaster ride, or can imagine right now what that experience might be like.

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* This lesson may be used in conjunction with Problem Solving Lesson 11.

You may be aware of being in a secure seat, strapped safely as your car begins the climb up, up, up the first tall ramp. You may be aware that you are excited, or feel concern, or begin to feel surprised as your car finally reaches the top and begins the incredibly fast ride that seems to go straight down. (PAUSE) You may be watching yourself on the roller coaster, or you may enjoy actually feeling the ride. (PAUSE) Pay attention as you notice the air sweeping across your face as you race downward. (PAUSE) You may begin to notice how you feel when things seem out of control. You may also begin to be aware of your thoughts and feelings as your car comes to a safe, slow halt at the bottom of the hill. (PAUSE)

I don't know if you can remember a situation when you felt out of control. Perhaps you had a problem with a teacher or your folks. (PAUSE) Perhaps you have had what seemed to be an overwhelming problem in a relationship that was important to you--or, you may remember when the walls seemed to close in on you at your job. Take a few moments and let your imagination remember a time when you felt a loss of control or felt that the whole situation was too much to handle. (PAUSE)

You may be able to hear the words someone else was saying to you. Begin to remember the feelings you experienced. (PAUSE) You may have felt that the situation seemed bleak, as if nothing you could do would help. (LONG PAUSE) As you watch the scene, imagine that someone has taken a picture of the situation. Take a look at the picture that seems to describe exactly what was going on and what you were feeling. (PAUSE) You may be able to imagine that the picture has been placed in a photo album and that it is on a page with other pictures that represent other feelings you have had in your life. (PAUSE) You may now notice, with surprise, that the photograph album is huge and thick and seems to have hundreds and hundreds of pictures and pages. As you turn to look at the cover, you notice that your name is written in gold and that the album is filled with thousands of moments in your life. (PAUSE) As you look through the album, you may also notice that there is room for thousands of more moments you will experience. You may be aware and astonished that it is difficult to find that picture from the time when you thought everything seemed bleak and out of control. (PAUSE) You many also know that if you do wish to remember that page, you may go back and learn from that experience whenever you wish. (PAUSE) In the future when things again seem difficult and out of control, you may realize you have many life experiences and choices about how to think and act and feel. In fact, you may be aware that you have an incredible amount of knowledge about yourself and life and how to solve problems.

In a moment, you may open your eyes and be in this classroom, knowing that you may go back and look at a scene from your life in your photo album whenever you wish. (PAUSE) Take a few moments and slowly become aware of yourself, how you are feeling and what you are thinking.

closure

Discuss:
- How many of you were able to visualize yourself on a roller coaster? What was that experience like for you?
- Were you able to visualize a scene from your life when you were upset and felt out of control?
- How many of you were able to take a picture of the scene from your life? Were you surprised when you found the picture was only one of thousands and that what had seemed so terrible was only a brief moment in your life?
- Why do you think people get stuck and feel there is no way out when they have a problem? What do you think might help?

transfer

The next time you find yourself stuck in a situation and feel there is no way out, take a "picture" of that situation and place it in your album with all the other experiences in your life.

STRESS MANAGEMENT

LESSON 25

lesson objective* TO FURTHER DEVELOP THE TECHNIQUES OF SUCCESSFUL PROBLEM SOLVING THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Positive self-talk
   - Positive and negative feelings
2. Read the following, using a slow, soft, relaxed voice:

   I don't know if you feel comfortable today or if you feel tense or excited. I invite you to pay attention to how you are feeling; to notice if your body wants to move; or if your face wants to smile, to relax; or if your stomach is full or hungry; or whatever it is that is important to you. You may be able to imagine going on a journey through your body. . .your head. . .and neck. . .your back. . . your arms and legs. . .to see where you hold tension and where you feel relaxed. (LONG PAUSE)

   I invite you to just sit and listen as I share an experience with you.

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*This lesson may be used in conjunction with Problem Solving Lesson 13.

There is a story from a magazine that was published long ago. It tells of a teenage girl who was going with a boy in her class. Both of them were looking forward to going on a special date together. The boy's father sat down one evening and talked with his son. He told him that he felt he needed to ask several girls out and have the experience of knowing lots of people in high school. The son, wanting to please his father, asked another girl to the special school event and told his girlfriend he would not be able to see her for a while. The young girl could not understand what had happened or why her boyfriend had chosen someone else. She sat in her room all night, with the lights off, her fists clenched and tears streaming silently down her face. She felt as though she was the loneliest, most miserable person on earth. She did not know that her boyfriend, with his new date, was just as lonely and miserable at the school function. He was surrounded by people, and yet, felt completely alone.

I don't know if you have ever felt lonely or left out--either by a family member, such as a parent or an older or younger brother or sister. Perhaps you were disappointed by a friend, someone you cared about--or a group of people did something and did not include you. Let your imagination remember such a time. (PAUSE) You may able to imagine that you have just walked over to your television set in your home. I don't know which room you have a TV or how you turn your set on. (PAUSE) You may notice that the picture on the set is one of the time you were feeling lonely and left out. Watch the scene, and pay attention to how you are feeling. (PAUSE)

You may notice that other people are around, or that you are all by yourself. (PAUSE) You may be in a special room or place or just wandering around. Watch the scene and pay attention to all the things you were telling yourself. (PAUSE)

—PLUS—

Perhaps you felt miserable or angry--or thought you were unlovable or not what someone else wanted you to be. Sometimes it can be important to pay attention to what we TELL ourselves when we feel lonely or terrible. (PAUSE) As you watch the scene, you may also notice that you are much more aware of yourself now, knowing that you can live through difficult moments and learn from them, so that each day your life may become more and more of the positive things you want. (PAUSE) You may turn off the TV set whenever you wish, knowing that you may turn on another scene at any time. (PAUSE) Whenever people look back on experiences, they may notice they are wiser, and realize that their knowledge can make for a better and more exciting future. Some people know deep inside that no two experiences will ever be the same, as people continue to live and grow and experience the adventure of life.

In a moment, I invite you to open your eyes and be aware of yourself in this classroom. You may want to stretch or move around when your eyes are open. You will feel relaxed and refreshed, ready to meet the challenges of this day successfully.

closure

Discuss:
- How many of you were able to identify with the girl or boy in the story?
- Have you ever known a friend or someone who felt left out and lonely? Was it easy or difficult to help them? Why?
- What do people think and feel when they imagine they have been rejected or that people do not care about them or want them around? (They often feel/think they are terrible, unlovable, no good, unwanted.) How does that affect their lives? (They may be afraid to develop new relationships, begin having trouble in other areas, feel like giving up.)
- How many of you were able to imagine a time of loneliness?
- Were you able to see the scene on television and turn if off when you were ready?
- What can people do to help themselves when they feel left out? (They can know this is only one moment in their lives. They can remember other positive things. They can give themselves positive self-talk and caring. They can share their feelings with a

PLUS

friend and discover that everyone has moments of loneliness. They can acknowledge that their feelings are normal and understandable. They can take time out to feel lonely and then decide when to get involved again.)

transfer Notice how positive self-talk affects feelings of disappointment, loneliness, and rejection.

STRESS MANAGEMENT

LESSON 26

lesson objective* TO FURTHER DEVELOP THE TECHNIQUES OF SUCCESSFUL SELF-MANAGEMENT THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - The six steps of the THINK-IT-THROUGH PROBLEM SOLVING METHOD (refer to Problem Solving Lessons 16 through 27.
2. Read the following, using a slow, soft, relaxed voice:

As you begin to settle down, you might enjoy closing your eyes and imagining what the weather is like outside. . . cloudy, sunny, warm, cool, cold. You may be able to smell the air and feel a breeze on your face or notice stillness in the air. You may notice that you do or do not feel like the day outside. (PAUSE) You may be aware that while things are going on outside, you may feel differently inside and that there is a whole wealth of information about you inside your mind and feelings. (PAUSE)

I don't know if you have ever had a job or received money for doing work. (PAUSE) You may be able to visualize your first day on a job that you want very much. (PAUSE) Perhaps it is a job that you have not tried before, or a job that you look forward to in your own future. You may be working in a store, a restaurant, a veterinarian's office, a gas station, or somewhere else. Imagine that it is your first day on your job. You may, or may not be the age you are now. Notice what you are wearing, and how you are feeling. Pay attention to the place you are going to work in, where it is located, what it looks like, and any colors or sounds that might surround you. (PAUSE)

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* This lesson may be used in conjunction with Problem Solving Lesson 20.

Imagine that as you begin the day, you really make a mess of things. I don't know exactly what could go wrong on the job that you have chosen to think about. Perhaps you forget to give someone their change or ruin a food order or something else "disastrous." You might feel overwhelmed with all that you are responsible for. (PAUSE) Imagine that the boss comes over to you and lets you have it for being such a clutz. (PAUSE) As you stand there, taking in all that you are being told about what a terrible worker you are, pay attention to how you are feeling. (PAUSE) You may notice that you feel like a real dope and want to run away and hide; or perhaps you want to scream and tell someone you have had too much to learn in one day; or you may feel heavy with all the things you think you should have done better. Pay attention to your feelings right now. (PAUSE)

Now--you might be able to try something new. Take a deep breath and listen or repeat some or all of the lines I am going to share with you.

- This is my first day on the job and it is okay if I am not Superman or Wonder Woman.
- I made some mistakes; it is not the end of the world.

- I can try again tomorrow. I have learned a lot from today.
- I really was a mess today. In fact, if I think about it, I just might start to laugh.

Pay attention to what happens inside of your thoughts and feelings as you listened to the statements I just shared with you. You may notice that the burden of feeling like a failure has changed; perhaps it is lighter, or gone completely. (PAUSE)

You may be aware that although you cannot change facts about your actions, you may be able to change how you feel about your behavior or actions. You can decide to learn and to enjoy learning from mistakes. (PAUSE) You may be able to visualize the world as one giant laboratory, where you can mix and change and add to and subtract from different ideas as you learn and explore your life--and that no one experiment describes you or your behavior. (PAUSE)

In a moment, you may want to open your eyes, and once again pay attention to the day outside, as well as to your inner feelings and experience. (PAUSE) Take a moment and stretch if you would like, and return to our classroom feeling refreshed and full of positive energy.

closure

Discuss:
- How many of you were able to imagine your first day on a new job? What kind of job did you imagine?
- Were you able to visualize yourself making lots of mistakes? How did you feel and what were you thinking?
- How many of you were aware of the feelings or thoughts you had when someone criticized your abilities?
- Were you able to listen and repeat the statements I read? Did you notice a difference in how you felt about your experience?
- What can people do when they seem caught in a situation? (They may not be able to change the situation, but they can change how they think or feel about it.)

transfer

Notice how positive self-talk affects feelings.

—PLUS—

Promoting Learning & Understanding of Self

STRESS MANAGEMENT

LESSON 27

lesson objective * TO FURTHER DEVELOP THE TECHNIQUES OF SUCCESSFUL PROBLEM SOLVING THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - Evaluating results
   - Self-evaluation
2. Read the following, using a slow, soft, relaxed voice:

   You may be aware as you settle back and begin to pay attention to how you are feeling and what you are thinking, that today reminds you of another day in your life. It might be something in the air or someone in your class or something you are wearing. (LONG PAUSE) You may also notice that today is different from any other day, unlike any other time. Closing your eyes might be enjoyable as you pay attention to your inner thoughts. Whether you choose to close your eyes now, or a little while from now, does not matter. (PAUSE)

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* This lesson may be used in conjunction with Problem Solving Lesson 24.

I don't know how far away you are from graduating from high school. Perhaps you can imagine in your mind right now how long it will be, and even the month and year you'll be graduating. (PAUSE) Some of you may even be able to visualize yourself on graduation day. You may be able to see yourself in your cap and gown, hearing the voices of friends you have shared high school with, noticing if you are inside an auditorium, or outside on the lawn, or in a courtyard. You may notice an excitement in the air as everyone begins the celebration of moving out into the world in many directions. (PAUSE)

Some people feel confused when graduation approaches. Perhaps you can remember what pressure feels like or when other people have pressured you in your life. Some students feel confused with so many decisions to make about careers, where they want to live, relationships, growing older, becoming independent, and yet still being a member of a family. (PAUSE) Graduation can be a time of expectations that others have for you and expectations that you have for yourself. You may be able to visualize all the things that might be putting pressure on you as you leave high school. (LONG PAUSE)

In a moment you may be able to visualize moving away from the hustle and bustle of graduation, from being surrounded by friends and family and many people giving advice and sharing their thoughts and ideas. You may notice that you can transport yourself to a very quiet place out in nature, perhaps in a forest, wooded with huge welcoming trees. You might be aware of the calming silence or notice the clean fresh air filling your nose and lungs. You may want to take a deep breath as you look around your surroundings. (PAUSE) Find an area that looks comfortable and inviting and settle in your place in nature for a few moments. Take time out to pay attention to any confusion you have about your future, what others tell you, and what you tell yourself. (PAUSE)

You may be surprised as you realize that you have made a decision about one thing you really want to do. (LONG PAUSE) You may also find that, at this time, your decision is not to make a decision about important issues. Just pay attention to how you feel and what you think. Sometimes it is important to take time out and think over things that seem confusing and overwhelming. (PAUSE)

As you rise from the place you have been sitting, you may notice that there is something shining behind a tree not too far from you. It is a gift that you may not even have realized you have been wanting. Walk over to the tree and look behind it to see the present waiting for you. It might have to do with something that is happening in your life now, or something you want for your future. (LONG PAUSE) You may also know at the moment exactly how to make that gift real in your own life or know that it is something you want to work toward. (PAUSE) You may take the gift or leave it in the forest for now, whatever is best for you. (PAUSE)

Return now to graduation day. You may notice that all the confusion and people sharing ideas and advice is different now that you know something about yourself, your desires, and how to set a direction for your life. (PAUSE) In a moment, you may open your eyes and come back into this room. You might like to stretch, and think about your ideas and visualization.

closure

Discuss:
- How many of you were able to visualize yourself graduating from high school? What feelings were you aware of?
- How many of you were aware of pressure or confusion?
- Were you able to visualize the forest? Did the feelings or thoughts you had there differ from the graduation visualization?
- How many of you were able to discover a gift in the forest?

transfer

The next time you find yourself feeling confused, you may want to take time out to think things over.

STRESS MANAGEMENT

LESSON 28

lesson objective TO FURTHER DEVELOP THE TECHNIQUES OF RELAXATION THROUGH THE USE OF VISUAL IMAGERY

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:

   - The benefits of relaxation

2. Read the following, using a slow, soft, relaxed voice:

   As you sit back and relax and begin to pay attention to yourself today, you might be able to think of what the ocean looks like--what the ocean looks like today, somewhere in the world, with each wave coming to shore, wave after wave after wave. Sometimes, from a distance, people think that waves all look alike. However, if you have ever been on a boat, or surfing, you may know that each wave is different and unique and can change at any moment. Like snowflakes from the sky, cascading down to cover the earth in what seems like a solid blanket of white, each one is different from the rest, each one changes form to join other snowflakes, yet, each remains unusual. (PAUSE)

Sometimes people think of students as a group, and think of them in certain ways, sometimes positive, sometimes challenging. You may know inside that people continue to change and grow through the years, and as an adult can be very different from what they were as a youngster. It might be fun to take a few moments to imagine that you are twenty years older than you are now. (PAUSE) I don't know what age you will be in twenty years. (LONG PAUSE)

You might be able to picture yourself walking back on this campus at this school twenty years from now. (LONG PAUSE) Perhaps you notice that the school is a different color, or that the trees have grown and the school seems like an old friend welcoming you. As you begin to be aware of your old high school, you may remember certain people, a special moment, or a special place on campus you felt most comfortable. (PAUSE) It may amaze you as you see a teacher that you once had at your high school walking toward you. You might notice some changes that have taken place on the face of the teacher and the look of pleasant surprise he or she has as you are recognized. They call your name. (PAUSE)

As the teacher approaches you, he begins to ask you questions about yourself and your life. He may want to know what you do and what has happened to you over the years. I invite you to tell him you are at the top of your field, in whatever area you choose. You might have traveled to other countries and have a great knowledge of the world that you now teach to others; you may have become a star athlete, known to many; you may have just made it to the top in the entertainment field, and feel excited to be in the limelight; you may have become a famous scientist or novelist; you may have a wonderful family life and feel satisfied and absolutely successful, or something else.

Pay attention to how you feel as you share with the teacher all the positive things that have happened to you. Inside you may be aware that you have created your own environment, that you have learned things about yourself and about the world. You are a creative and bright person. (PAUSE) Notice how proud the teacher appears as he looks at you and listens to what you are sharing with him. Listen as he shares that he cannot wait to tell others that he has visited with you. (PAUSE)

Tell the teacher goodbye for now and take another moment to look around the school. You may want to return to this place again and make contact with special or important moments from your past. As you walk away from the school, you may be aware of feeling solid and in control of your life and your future--knowing that you have the ability to contribute to your world. (PAUSE)

In a moment, you may wish to open your eyes and stretch as you come back to this time, this room--knowing that you are capable and knowledgeable. Take a few moments and open your eyes when you are ready.

closure

Discuss:
- How many of you were able to imagine yourselves twenty years from now? Were you able to visualize the school? The teacher?
- Were you able to imagine what kind of job or lifestyle you had?
- How did you feel coming back to the high school after twenty years? What was different for you?
- How do you think you or other people will change in twenty years?

transfer

Notice how thinking/imagining the future is helpful to you now.

STRESS MANAGEMENT

LESSON 29

lesson objective TO FURTHER DEVELOP THE TECHNIQUES OF RELAXATION THROUGH THE USE OF VISUALIZATION

behavioral objective

1. STUDENT WILL VERBALLY EXPRESS INSTRUCTIONS FOR A VISUALIZATION.
2. GIVEN A LIST OF RELAXATION TECHNIQUES, STUDENT WILL IDENTIFY THOSE REPRESENTING VISUALIZATION.

materials None

activity

1. Discuss:
   - The benefits of relaxation.
2. Read the following using a slow, soft, relaxed voice:

   Often when children are small they imagine moments when they can fly a plane, drive a car, be an engineer, or fireman, or policewoman. Feeling powerful is often important to children, and yet learning to trust their abilities and capabilities is often a long process. Today, as you settle and begin to relax, I would like to read you a story. There is nothing you have to do. You may close your eyes if you are able to visualize more easily that way, or you may leave them open if daydreaming is easier for you like that. (PAUSE)

   Long ago, on a faraway tropical island, there lived a young man. The young man inherited a wonderful ship from an uncle who had loved the sea and had lived a long and productive life. The young man was quite amazed as he inspected the ship. As a young child he had watched the ship being built for his uncle. He had witnessed tradesmen and workers creating the large seaworthy vessel. He too had been part of the growth of the ship. He had taken his hammer and nails and helped the men as they taught him how to use his abilities. He had always felt a part of the ship and yet felt wonder and amazement the day he discovered it was his--all his. He had read books about sailing and had gone out to sea many times with his uncle. He had enjoyed those moments, yet, he was always comforted by the fact that his uncle was there to take care of him and his mother was waiting on shore to hear his stories.

The young man decided to take his ship out to sea. He invited several important people to go with him on his first voyage. He invited his mother, his two closest friends, and a businessman who had been a friend of his uncle's.

During the first two hours of the voyage everything went smoothly. He stood at the helm of his ship and felt the thrill of controlling his ship and understanding the wind and the waves. Even he had not realized what a knowledgeable captain he really was.

Suddenly a gust of wind sprang up and the ship began to rock severely back and forth. His guests rushed to the helm. "Head toward the wind, boy!" yelled the businessman. "And don't let anything happen to this ship! It will make you a fortune if you use it the way I tell you. Here! Look! I have found a book of rules for sailing in a storm. Those clouds look as though we might have quite a battle on our hands. Perhaps you should read some more. Here!"

The young man did not move. He thought about what the man was saying to him and questioned whether or not he would be able to manage his ship in such a storm. Then he noticed his mother beside him. "You must get us to land!" she cried. "I am afraid of what will happen to us if you stay out in this storm. Are you sure you know what you're doing?" She felt frightened and helpless with the sudden change in the weather. The young man felt concern for his mother, yet, he decided to stay at the helm of his ship and continue to gather information himself.

One of his friends rushed up to him, yelling with delight. "Here, let me take over! This is great! The most exciting time I've ever had! I'd sure like to skipper this ship now. How about it?" his friend begged. The young man felt almost obligated to let his friend try steering the boat. Then he began to realize that this was really his ship. He was the master at the helm! He was in charge.

The young man's other friend called to him. "I've been reading this journal below and there are two plans I think might work. On the one hand we could. . ." The young man listened as his friend described the different plans. He thought to himself that is was nice knowing all of these people and that each had shared something different with him. There were a couple of moments when he wanted to let someone else take over and give directions. He had been tempted to let someone else guide the ship back to shore. Then, he looked at his hands on the helm. I am one with my ship he thought. I alone know this ship. I was part of its construction! I have journeyed on it, had adventures on it, and feel safe here. He decided that he alone would make the decisions concerning his ship and the storm.

It was several hours later when the young man finally got his ship safe to shore. He felt proud and tired. His mother hugged him and told him she would be waiting for him at home. His two friends shook his hand and told him they would like to sit and talk with him about his adventure and decisions. He told them he would join them another time. The businessman patted the young man on his back. "Fine job, son! Now, about using this boat to earn some money--how about. . ." The man was unable to finish because the young man stopped him and said, "Thank you for your offer. In the midst of that storm I decided that I want to do something entirely different with my ship, something that has been in my heart since I was a small child. I am going to leave on my journey as soon as I get everyone off the ship. I will stop by and see you when I return to visit my mother." The businessman waved good-bye and the young man stepped foot on his ship, feeling peaceful, knowing that he had a long journey ahead of him and that he was prepared.

closure

Discuss:
- How many of you were able to imagine the ship and the young man?
- What do you imagine he was thinking or feeling during the storm?
- How did the young man's friends help/hinder his voyage? What did each of them want?
- Where do you think his own journey might take him now?
- Has the young man changed in any way because of his experience?

transfer

The next time you daydream about graduation, remember all the experiences you have had, the good decisions you have made, and how well prepared you have made yourself for the future.

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